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ABSTRACT

In response to a legislative mandate, this report examines the ways in which migrant students are served in schoolwide program schools and the involvement of migrant representatives and migrant program staff in the schoolwide process. A survey was sent to a nationally representative sample (696) of the 2,770 Title I schools that implemented the schoolwide program option and also served migrant students in 1996-97. Responses were received from 597 schools. Case studies were conducted in 25 schools. In summary, schoolwide programs appear to be addressing the needs of migrant students. Migrants participate fully in services provided by schoolwide programs and usually have access to additional services provided by the district migrant education program. However, significant gaps in migrant student data make it difficult to determine the extent to which schoolwide programs are actually meeting the needs of migrant students as a group. In addition, the case studies revealed reasons for not combining migrant funds with those from other sources. This report is organized as follows: (1) introductory descriptions of schoolwide programs, the Migrant Education Program, and the study; (2) characteristics of schoolwide program schools and their migrant students; (3) schoolwide planning and needs assessment; (4) migrant needs and services in schoolwide schools; (5) migrant parent involvement; and (6) schoolwide program funding. Extensive appendices present the study design, reports on individual case studies, supplementary data tables, and the survey questionnaire with summary response rates. (SV)

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ED 427 930

MEETING THE NEEDS OF MIGRANT STUDENTS IN SCHOOLWIDE PROGRAMS

TECHNICAL REPORT

Congressionally Mandated Study of Migrant Student Participation in Schoolwide Programs

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MEETING THE NEEDS OF MIGRANT STUDENTS IN SCHOOLWIDE PROGRAMS

Technical Report of the Congressionally Mandated Study of Migrant Student Participation in Schoolwide Programs

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January 1999

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MEETING THE NEEDS OF MIGRANT STUDENTS IN SCHOOLWIDE PROGRAMS

EXECUTIVE SUMMARY

This study examined how migrant students are served within schoolwide program schools. A representative sample of Title I schools that had, as of the 1996-97 school year, implemented the schoolwide program option *and* served migrant students was surveyed, and case studies were conducted in 25 of those schools. The study was conducted under the authority of Section 1501(b)(1) of the Elementary and Secondary Education Act, as amended by the Improving America's Schools Act of 1994, which requires the Secretary of Education to report to the Congress on how schoolwide program schools are meeting the needs of migrant students.

The study sought to describe the ways in which migrant students are being served in schoolwide programs and the involvement of migrant representatives and migrant program staff in the schoolwide process. The intent was to determine how and if migrant student needs are being met by schoolwide programs.

In summary, schoolwide programs appear to be addressing the needs of migrant students. Migrants participate fully in the services provided by schoolwide programs and usually have access to an additional array of services provided by the district migrant education program. However, significant gaps in the data maintained on migrant students make it difficult to determine the extent to which schoolwide programs are actually meeting the needs of migrants as a group. The following are key findings from the study.

- During the 1996-97 school year, approximately 2,770 schoolwide program schools enrolled about 165,000 migrant children. These represent about 18 percent of schoolwides and 28 percent of migrant children. The average number of migrant students was 60 per school. Schoolwide program schools with larger numbers of migrant students were more likely to:
    - Involve migrant parents or Migrant Education Program (MEP) staff in schoolwide program planning;
    - Address services for migrant students in their schoolwide program plans;
    - Enhance integration of their migrant students into the regular instructional program;
    - Coordinate with, or refer migrant children or youth to, other agencies for instructional or support services;
    - Assign school staff to maintain contact with migrant parents; and
    - Have MEP funds available within their schools.
- To qualify for the schoolwide program option, at least 50 percent of the students must be from high-poverty families. On average, more than 80 percent of the students in these schools were eligible for free or reduced-price meals, and migrant students were more likely than the rest of the student body to be from high-poverty homes. More than half of the migrant students in these schools were limited English proficient, compared with about one-quarter of non-migrant students.

- About two-thirds of the migrant students in schoolwide program schools were enrolled in the same school for the entire 36-week regular school year. About 14 percent were enrolled in the same school for 24 weeks or less, and schools reported that an average of one in five of their migrant students enrolled at least one month after the start of the school year. Schools with a more mobile migrant student population were more likely to:
  - Address services for migrant students in their schoolwide program plans;
  - Enhance integration of their migrant students into the regular instructional program; and
  - Coordinate with, or refer migrant children or youth to, other agencies for instructional or support services.
- Gaining more flexibility in service delivery or instructional grouping was the most commonly noted reason for deciding to implement the schoolwide program option. Teachers, Title I parents, and other school staff participated in the schoolwide program planning in over 80 percent of the schools. Fewer than half of the schools reported participation by migrant parents or MEP staff. Schools in which migrant parents or MEP staff participated in schoolwide program planning were more likely to:
  - Address services for migrant students in their schoolwide program plans;
  - Enhance integration of their migrant students into the regular instructional program;
  - Coordinate with, or refer migrant children or youth to, other agencies for instructional or support services; and
  - Have MEP funds available within their schools.
- School staff did not view the educational or support service needs of migrant students as significantly different from the needs of the other educationally disadvantaged children in their schools. The only notable exception involved the greater need of migrant students for English language assistance. Similarly, very few schools provided supplemental instruction only to their migrant students, with the exception of special English language services.
- Supplemental educational services were provided to individual students, including migrant students, based on their individual needs in the schoolwide program schools. Migrant students also usually had an array of supplemental instructional and support services available to them from the district or regional MEP that was not available to other students.
- Few schoolwide program schools made special accommodations for measuring the achievement of migrant students. Most of the schools used their own school's, district's, or state's standards to assess the achievement of migrant students. Almost every survey school provided individual assessment results to the parents of the students, including an interpretation of those results, and almost all of them provided the results in several languages.

- More than 80 percent of the schools reported that parent involvement activities had been introduced or strengthened as a result of the implementation of their schoolwide program. The schools most frequently used organized events such as conferences, assemblies, or fairs to encourage migrant parents to become more involved. In the case study schools, migrant parents usually participated as individuals rather than as representatives of migrant parents. Only in case study schools with very large migrant populations were migrant parents targeted for participation because they were migrants.

- MEP funds provided an average of about 2 percent of all the funds available within the schoolwide program schools. About half of the schools' resources came from regular state or local funds, and Title I, Part A provided about ten times more support than MEP. Five of every six schools reported that they had MEP funds available to them, and about one-third of the schools reported those funds were combined in their schoolwide program with funds from state, local, and other federal sources. Schools that had MEP funds in their schoolwide program were much more likely to address the needs of migrant students specifically in their schoolwide program plans.

- Four reasons for not combining MEP funds with other state, local, and federal funds in their schoolwide programs were noted in the case studies: (1) most MEP funds were spent at the district level and were not available to individual schools; (2) the amounts of MEP money available to schools were too small to make much of a difference in the overall educational program of the school; (3) migrant program staff and school administrators were concerned about maintaining accountability for MEP funds; and (4) migrant program and district and school staff were hesitant to eliminate all categorical services for students in need because they were concerned that their needs might be overlooked.

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1. INTRODUCTION

Schoolwide programs are authorized under Section 1114 of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Improving America's Schools Act of 1994. They represent one key strategy in efforts to help improve the educational performance of at-risk children. Schoolwide programs provide an alternative to the traditional emphasis in ESEA placed on providing assistance to some children to raise their achievement levels to an emphasis on upgrading the entire educational program in the school.

Schools that operate schoolwide programs may combine their Title 1, Part A funds and most of their other federal funds with their state and local funds to enhance the effectiveness of the entire school by upgrading the entire school program and by coordinating ESEA programs so they work together rather than separately. Poverty eligibility criteria for schools to participate in the schoolwide program option became less stringent under the Improving America's Schools Act (IASA) of 1994, which greatly expanded the number of schools potentially able to take advantage of the schoolwide program option. The increased number of schools eligible for schoolwide status is important because schoolwide programs are a key instrument of school reform under IASA. The flexibility they offer allows schools to use Title I funds to strengthen instruction for all students, not just for traditionally eligible students.

Some of the children who are eligible for the Migrant Education Program (MEP), which is authorized under Title I, Part C, of the ESEA, attend schools across the country that are operating schoolwide programs. MEP provides funding to support supplemental instruction and support services for qualifying migrant children. These funds may be combined with state, local, and other federal funds, including funds from Title I, Part A, in the schoolwide program if steps are taken to ensure the needs of migrant children continue to be met. Whether the needs of migrant students continue to be met in schoolwide program schools is the issue that lies at the core of this study. Section 1501(b)(1) of the ESEA requires the Secretary of Education to report to the Congress on how schoolwide programs are meeting the needs of migrant children. This report presents the results of a study designed to address that requirement by answering the following seven questions:

1. What are the needs of migrant students and out-of-school migrant youth and how do those needs differ from the needs of nonmigrants?
2. How are the identified needs and residence/enrollment patterns of migrant children reflected in schoolwide program planning?
3. What is the role of state and local Title I and MEP directors in determining the nature of services for migrant children in schoolwide program schools?
4. How do migrant children and youth participate in schoolwide program activities and services?
5. How is the achievement of migrant students measured in schoolwide program schools, and how does measurement of achievement for migrant and nonmigrant students differ?
6. What steps are taken by schoolwide program schools to involve the parents of migrant students in parent activities and the education of their children?
7. When and how are migrant education program funds combined with other funds within schoolwide programs?

SCHOOLWIDE PROGRAMS

Schoolwide programs, when they were first authorized in 1978, allowed Title I, Part A funds to be used to enhance the overall education program of schools rather than to target supplemental services to Title I-eligible students in schools with a poverty rate of 75 percent or higher. Two subsequent changes in the requirements led to a significant increase in the number of schools eligible for schoolwide status. These changes included (1) the suspension of local funds matching requirements in 1988, and (2) reduction of the poverty rate eligibility criterion from 75 percent, which was the threshold through the 1994-95 school year, to 60 percent in 1995-96, and then to a 50 percent rate in 1996-97.

Reauthorization of ESEA in 1994 made a number of other changes to schoolwide programs. The legislation requires state education agencies to establish a system of school support teams to provide technical assistance to schoolwide programs. Further, schools are granted more flexibility in implementing schoolwide programs; in particular, they are permitted to combine funds from other federal education programs (including MEP), as well as funds from Title I, Part A with state and local funds. Schools do not have to show how individual program dollars are being spent—only that the intent and purposes of these programs are being met. However, they are prohibited from supplanting funds that would otherwise be required to be in the schools, and restrictions are placed on combining Title I, Part A funds with certain programs. In the specific case of using funds from MEP, schools must consult with migrant parents or their representatives, address the needs of migrant children that result from the effects of their migrant lifestyle or are needed to permit migrant children to participate effectively in the school, and document that appropriate services have been provided to them (ESEA Section 1306(b)(3) and 34 CFR 200.8(c)(3)).

Schoolwide programs are required by the 1994 reauthorization of ESEA to include the following eight components to ensure that the needs of all students are being addressed:

1. A comprehensive needs assessment of the entire school based on student performance in relation to state content and performance standards;
2. Reform strategies that address the needs of historically underserved populations and populations targeted by programs included in the schoolwide program;
3. Instruction by highly qualified staff;
4. Professional development to enable all children to meet state performance standards;
5. Strategies to increase parental involvement;
6. Strategies to help children make the transition from early childhood programs to elementary school;
7. Measures to include teachers in decisions related to assessments; and
8. Activities to ensure that students failing to meet state standards will be provided with effective and timely additional assistance.

Schools are also required to undertake a 1-year planning process before implementing a schoolwide program. Stakeholders, including parents and teachers, must be involved in developing the plan, and it must be developed in coordination with other programs and be updated regularly. In addition, once a state has a final student assessment system in place, then schoolwide programs must provide for the collection and reporting of achievement data disaggregated by gender, race/ethnicity, economic disadvantage, limited-English-proficiency (LEP) status, children with disabilities, and migrant student status. Collecting and reporting disaggregated achievement data will support a system of continuous improvement, which is a key component of IASA school reform.

MIGRANT CHILDREN AND MEP

Children who have moved between school districts within the last 3 years because of their parents' temporary or seasonal work in agriculture or fishing are considered migrant students and may be eligible for services under MEP. While migrant students share many of the same educational challenges as many other Title I students and other disadvantaged children—poverty, poor health and nutrition, high rates of mobility, limited English proficiency, low expectations—the combination of mobility and social isolation makes their educational needs especially difficult to address.

MEP is a state-administered program, with funds allocated to states using a formula that is based in part on the number of migrant students in the state. The services provided by MEP are to be based on the needs of migrant children, not their numbers. According to studies of MEP, the program typically has emphasized supplemental instruction in basic skills in reading, language arts, and mathematics, rather than higher-order skills.[1] Further, because many of the needs of migrant students are not strictly instructional in nature, MEP often has given higher priority to providing support services, which have included advocacy for migrant children and their families, medical and dental screening and treatment, transportation, home-school liaison, and guidance and counseling, than to instructional services. In general terms, migrant education programs are to give priority for services to migrant students who are failing or most at risk of failing to meet state content and performance standards and whose education has been interrupted during the regular school year. The states have substantial leeway in determining what services to offer to address those priorities. Schools that enroll migrant children do not necessarily receive any funds from MEP. Because MEP is a state-administered program that typically operates out of district or regional offices, services to migrant children are often provided directly by those entities' MEP offices, not by the schools.

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[1] Strang, W., Carlson, E., and Hoppe, M. (1993). *Services to migrant children. A supplemental volume of the final report of the national assessment of the Chapter 1 program.* Washington, DC: U.S. Department of Education.

STUDY DESIGN

The study had two closely related components. These were (1) a survey of school principals in schools that had implemented the schoolwide program option and also enrolled migrant students, and (2) case studies of schools selected from the survey sample.

Survey of School Principals

The survey of school principals was a self-administered, mail survey of a nationally representative sample of about 700 schoolwide program schools that enrolled migrant students. The survey gathered information during 1997 about the extent to which the needs of migrant students were considered in planning for the schoolwide program, what services were provided to meet the unique needs of migrant students and how those services were delivered, whether MEP funds were combined with other funds in the schoolwide program, and what schoolwide programs did to involve the parents of migrant students. The survey provided most of the information presented in this report with the rest coming from case studies.

Case Studies of Schoolwide Programs

Case study schools were sampled from the list of schools included in the survey sample. Selected schools provided examples of elementary and secondary schools, rural schools and schools in more urbanized areas, and large and small schools. Schools were visited for an average of one and one-half days in late spring 1997, and interviews were conducted with school administrators and teachers, MEP administrators and staff, other district administrators, and parents of migrant children. Documents from the case study schools and districts relating to the schoolwide programs and migrant student services were also reviewed.

Design Restrictions

It is important to keep in mind throughout this report that this is neither a general study of schoolwide program schools nor of the services provided to migrant children. This study focused on a specific subset of schoolwide program schools—those that had migrant students enrolled. That subset of schools is probably not representative of all schoolwide program schools or of all the schools that serve migrant students.

The case studies do not provide information that can be generalized to other schools, but the observations from them provide examples to illustrate survey findings and suggest possible explanations or restrictions for some of those findings.

Surveys are also subject to limitations. These surveys were self-administered, so it is possible that some respondents may not have understood one or more items and misinterpreted what was being requested. The survey may have sought information from school principals that they did not have. For example, the survey asked principals for detailed information about the unique needs of their migrant students and the services the school provided to meet them; the case studies suggested, however, that some principals did not know which of their students were migrants, so the validity of some of the responses on needs and services can be questioned. As another example, the case studies suggested that many services for migrant students in the schoolwide programs are provided directly by the district or regional MEP office, and many principals were unaware of the details of those services.

Other restrictions stem from the scheduling of this study, which was driven by the congressionally mandated reporting date and probably affected the study in two ways. First, many of the schools included in the sample were in their first year of schoolwide program implementation. Newer schoolwide programs may not have had the time to address all the issues involved in implementation, including how to meet the needs of migrant students, so the findings of this study may have been different had it been conducted a year or two later. Second, meeting the reporting schedule also made it necessary for the case studies and surveys to take place at the same time, so development of the survey questionnaire could not take advantage of case study observations.

ORGANIZATION OF THE REPORT

The report begins in Chapter 2 with a description of the study's schools and their students. Chapter 3 includes discussions of the schoolwide program planning procedures used in these schools with a particular focus on needs assessment procedures. Chapter 4 focuses on the needs of migrant students and the services made available to migrant students within their schools and from other programs, organizations, or agencies to meet those needs. Parent involvement, and particularly involvement of migrant parents, is the subject of Chapter 5. Chapter 6 is an examination of schoolwide program funding, with special emphasis on whether migrant program funds are combined with other funds for use within the schoolwide program.

2. SCHOOLWIDE PROGRAM SCHOOLS AND STUDENTS

Meeting the Needs of Migrant Students in Schoolwide Programs examined the intersection of two sets of schools—schools that operated schoolwide programs and schools that had migrant students in their attendance area. The schools that met both criteria were a very small subset of each group and were probably representative of neither group. This chapter describes the schools that were surveyed and their programs, students, and enrollment patterns. It also presents the schools' reasons for implementing their schoolwide program and concludes with illustrative descriptions of select districts and schools drawn from the case studies.

SCHOOL CHARACTERISTICS

The information generated by this study suggests there were approximately 2,770 public elementary or secondary schools during the 1996-97 school year that both operated a schoolwide program *and* had migrant children or youth residing in their attendance areas at least part of the year.

Location and Grade Level

The schools were found throughout the country. About one-half were in either California or Texas, states with large numbers of both migrant students and schoolwide program schools. They were located in cities and towns as well as rural areas; almost one-half were located in urban or suburban areas, and about one-third were located in rural or farming communities (Figure 2-1 on the following page). Seventy-nine percent of these schools served children in the elementary grades, but middle schools/junior highs (13 percent) and high schools (7 percent) also met the criteria (Figure 2-2 on the following page).

Figure 2-1. Metropolitan status of schools

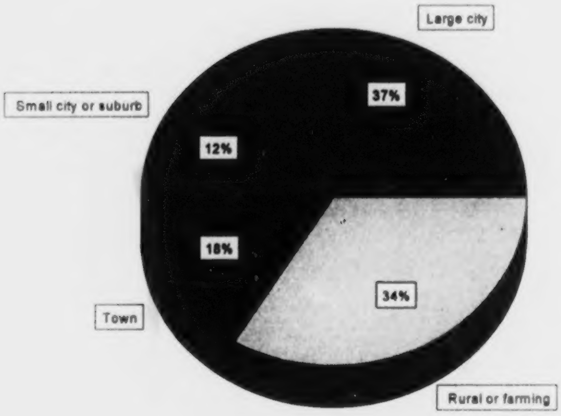
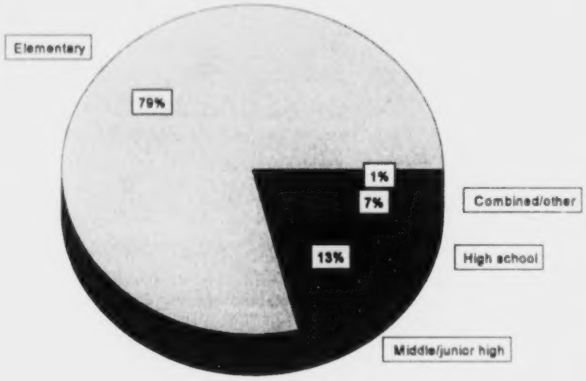


Figure 2-2. Grade level of schools



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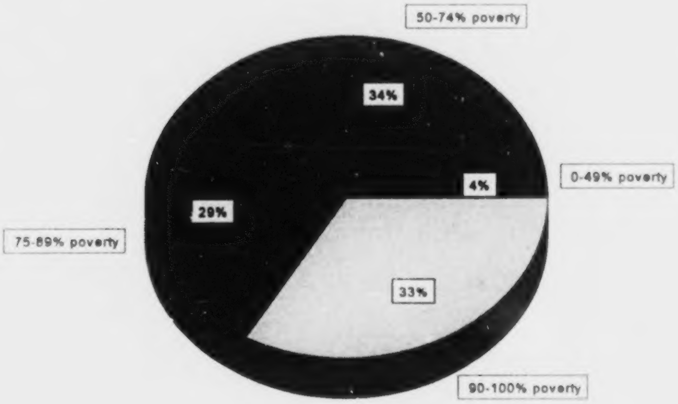
School Poverty

The majority of schools had high poverty rates as measured by the percentage of students eligible for free or reduced-price meals. Two-thirds of the schools had poverty rates of 75 percent or more, and one-third reported poverty rates of 90 percent or more (Figure 2-3). Thirty-eight percent of the schools in this study would not have been eligible to become a schoolwide program prior to the 1994 reauthorization of ESEA.

Figure 2-3. Poverty level of schools



School Schedules and Programs

Schools often use innovative schedules to provide services to their students. About three-fourths of the schools offered extended-day or extended-year programs, and the majority of those were after-school programs. Over 70 percent of the schools in this study offered summer or intersession programs, and 14 percent of survey respondents indicated that their school operated on a year-round schedule.

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Schoolwide Program Implementation

About 57 percent of the schools in this study had implemented their schoolwide program by 1995. Schools with relatively larger numbers of migrant students were more likely to have implemented their schoolwide programs prior to the 1996-97 school year; rural schools were more likely than urban schools to have implemented their schoolwide program after 1995 (see Appendix Tables C.2.1 to C.2.3).

Schools were surveyed to identify the main reasons they had decided to implement their schoolwide program. More flexibility in service delivery or instructional grouping, cited by 80 percent of respondents, was the most noted reason (Table 2-1). A large proportion chose to implement a schoolwide program because it was seen as providing a better fit with their overall school program, and about one-half said they decided because it allowed them more discretion in the use of federal funds. Fewer than one-half opted to implement their schoolwide program in order to provide additional services or to gain access to additional funds, and about one out of four schools reported that strong encouragement from the district or state was a primary reason. Few principals indicated that their schools had implemented a schoolwide program in response to being identified for Title I program improvement.

The 25 case studies provide some context for these reasons for implementing a schoolwide program. Many case study schools were engaged in state-mandated school improvement planning and viewed the schoolwide option as easily incorporated into state or local reforms. For example, in Desert Elementary School,[2] "both the principal and teachers noted that the schoolwide philosophy was a natural fit with the district's ongoing reform efforts." Staff in the Southwest School District echoed that sentiment:

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[2] All school and district names used in the case study examples are pseudonyms.

The district Title I staff were attracted to the schoolwide concept for a couple of reasons. First, the schoolwide approach fit into the district's mission of providing all students with a challenging curriculum and the appropriate educational tools to reach high academic standards. Second, the district was moving from a centralized focus to a site-based model. The schoolwide option seemed to be a natural fit with this shift. In fact, the schoolwide planning process gave schools a framework to make site-based decisions.

Table 2-1. Reasons for implementing schoolwide program

Reason	Percent of Schools (N=587)
More flexibility in service delivery or instructional grouping	80
Better fit with school program	65
More discretion in use of federal funds	51
Provide additional services	34
Access to additional funds	25
Strongly encouraged by district or state	24
Response to being identified for Title I program improvement	16

Source: Item D2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

In addition, many of the case study schools were moving toward a more collaborative approach to serving all students as much as possible in the regular classroom, which matched their understanding of the schoolwide program philosophy. As an example:

> Teton Elementary School's schoolwide program existed in the context of a collaborative, integrated approach to teaching that the school adopted 3 years ago. The principal and other staff wanted to see more collaboration among teachers. They were not happy with pull-out models for special needs students that used separate curricula not necessarily related to the regular classroom curriculum. So the school closed its resource room and adopted an inclusive learning model.

STUDENT CHARACTERISTICS AND ENROLLMENT PATTERNS

Migrant students were similar to other Title I students in some respects. As expected, most of the students in these schools were from high-poverty homes (Table 2-2). On average, more than three-quarters of all students were eligible for free or reduced-price meals, and the average poverty rate for migrant students was higher than for nonmigrant students. The average eligibility rate for special education was around 17 percent overall with little difference between the rates for migrant and nonmigrant students. The most striking difference was the English proficiency of the students. More than one-half of the migrant students in these schools were limited English proficient, compared to 28 percent of nonmigrant students.[3]

Table 2-2. Characteristics of students

	Average Percent of Students (N=447)	
Characteristic	Nonmigrant Students	Migrant Students
Eligible for free or reduced-price meals	77	87
Limited English proficient	28	52
Eligible for special education	18	17
Eligible for gifted/talented programs	13	9

Source: Item C2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

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[3] Throughout the report, issues are examined by comparing survey responses from various types of schools to see if differences in attitudes, perceptions, and activities exist. All differences described in the report were statistically significant at at least the .001 level, which means that a difference of that size would be expected to occur by chance less than 5 percent of the time.

During the 1996-97 school year, the schoolwide program schools enrolled an estimated 165,000 migrant students, based on the estimated population of 2,770 schools that met the criteria for this study.[4] The schools reported an average enrollment of 60 migrant students for that year; migrants accounted for an average of 11 percent of enrollment during the regular term. The average number of migrant students per school varied by school level (Table 2-3). Because high schools have larger enrollments than elementary or middle/junior high schools, they also have a larger enrollment of migrant students, but the proportion of migrant students was similar at different school levels.

Table 2-3. Number and percentage of migrant students, by school level

School Level	Average (Median) Number of Migrant Students (N=555)	Average (Median) Percentage of Migrant Students (N=555)
Elementary schools	59 (30)	11 (6)
Middle schools/junior highs	56 (31)	9 (5)
High schools	83 (25)	10 (5)
All schools*	60 (28)	11 (6)

Source: Item B6, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Includes schools with other combinations of grades

Continuity of instruction is a critical component of successful education, and migrant students' mobility may make them susceptible to fragmented learning experiences. However, most of the migrant students in this study were enrolled for the entire regular school year (i.e., 9 months). An average of 68 percent of the migrant students in each school was enrolled for the entire regular school year; an average of 14 percent was enrolled for less than 24 weeks (Figure 2-4).

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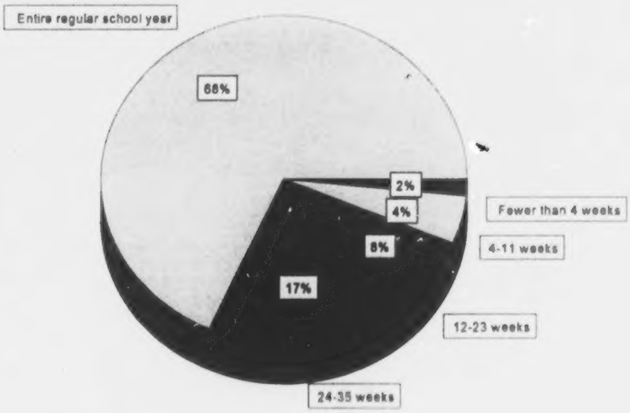
[4] The most recent published national figure on the number of migrant-program eligible children is 734,884 in the 1996-97 school year based on the 12-month count (State Title I Migrant Participation Information, 1996-97 (November 1998)).

Figure 2-4. Length of time average percentages of migrant students were enrolled during regular school year



A related area of concern is the late arrival of migrant students during the school year; these students can miss assessment and placement opportunities and find programs designed to meet their needs already running at capacity. A majority of migrant students in this study was found to have been enrolled for the entire school year, but schools did report that an average of 22 percent of their migrant students enrolled at least one month after the start of the school year. As an indicator of the disruption this can cause, about 15 percent of the schools reported adding professional staff specifically to handle an influx of migrant students during the regular school year.

The survey findings indicate that migrant students generally were enrolled at the schools for the full length of the regular school year. However, the mobility patterns of the entire school population were seen by many of the principals in the case study schools as being a problem. Since schoolwide program schools primarily served children from low-income families, it was not surprising that several principals noted that high student mobility posed a significant barrier to educating children in their schools.

DESCRIPTIVE EXAMPLES OF SCHOOLS IN THE STUDY

The following descriptions of districts, schools, and their students are drawn from the case studies and serve to illustrate the diversity of schools included in the study (all names are pseudonyms):

> Eagle Middle School, a large modern school near the center of a large California city, did not seem likely on the surface to be a school with a significant proportion of migrant students; however, about 20 percent of the school's roughly 900 students were identified as migrant. The district was one of the largest in the state, with nearly 100 schools, including 17 middle schools, and almost 80,000 students. Eagle Middle School served students in grades 7 and 8. It operated on a standard school calendar and offered before-school and after-school programs. The school first implemented the schoolwide option during 1991-92 following a year of planning. Nearly all of Eagle's students were eligible for Title I and for free or reduced-price lunches; in fact, about 70 percent were eligible for Aid to Families with Dependent Children (AFDC) in 1996. Overall, 60 percent of the school's students were limited English proficient, most of them with Spanish as a primary language, but there were also students with Hmong, Khmer, Lao, or Vietnamese as their primary language. Among migrant students, about 83 percent were limited English proficient. The school's enrollment was 52 percent Hispanic, 37 percent Asian, 5 percent each black or white, and 2 percent other. Nearly all the migrant students were Mexican American.
>
> Central Elementary School was one of the poorest schools in the state of Connecticut. Ninety-seven percent of the students were poor and 96 percent were minority (93 percent Hispanic). Fifty percent of the teachers were bilingual. The school had 752 students in grades pre-K through 6. Of these students, 123 (i.e., about 16 percent) were migrant, which may have given the school the highest percentage of migrant students in the district. There appeared to be influxes of migrant families in late September/early October and in February/March. The migrant families came to work on stock nurseries and stayed for about three to six months. The farms and nurseries were in the suburbs, but the migrant families lived near the school (an industrial/insurance area) because there was affordable housing. Employers sent trucks into the city to pick up day laborers. Only 8 percent of the students in the school stayed from kindergarten through the sixth grade.
>
> Gulf Coast Middle School was located 30 miles from the Gulf of Mexico in a small rural community in Florida. Its district operated a high school, a middle school, and two elementary schools with a total enrollment of approximately 2,200 students. Over 90 percent of the students were white, and most of the remaining students were black. According to Census figures, the poverty rate was approximately 40 percent. Migrant families tended to live on the coast and work in the fishing industry, and most had settled out due to the net ban

on fishing. Gulf Coast Middle School was housed in a new modern building and enrolled about 560 students in grades six, seven, and eight. Sixty-five percent of the students received free or reduced-price lunches. There were 23 migrant students (4 percent), and the school had 3 ESL students, but none was a migrant student.

Southern Elementary School was located in an agricultural town in Texas close to the Mexican border. Migrant families tended to live in substandard neighborhoods called *colonias*, the rural equivalent of urban *barrios*. Of the approximately 80 *colonias* in the area, Southern served 12, only 4 of which had paved streets. The school district served almost 13,000 students in 17 schools. Ninety-seven percent of students in the district were Hispanic, 87 percent were economically disadvantaged, and 39 percent were limited English proficient. The district was geographically large and most students rode the bus to school. One of the main obstacles to migrant attendance was weather: Rain storms made the unimproved streets in the *colonias* impassable to school buses. The district was extremely decentralized, with most of the program and budget decisions made at the campus level. Texas has adopted site-based decisionmaking, and Southern had a site-based management team composed of representatives of every grade level, administrators, parents and community members. Southern Elementary served students in grades K-4 and had a peak enrollment of 604 students during the 1996-97 school year; one-half were migrant students. Virtually all of Southern's students were Hispanic, 96 percent were economically disadvantaged, and 81 percent were defined as at-risk. About three-quarters were limited English proficient, and 54 percent were monolingual Spanish. Southern was located outside of town on a rural highway, and the school was housed in a new modern building with an impressive array of technology.

3. PLANNING AND NEEDS ASSESSMENT

The goal of schoolwide programs is to enhance the overall educational program of schools to better meet the needs of all students. The method for doing so is increased flexibility in combining funds and structuring services. To implement a schoolwide program, the 1994 reauthorization of ESEA requires schools to first develop a plan during a 1-year period. There must be broad-based involvement in developing the plan that includes the community to be served and the individuals who will carry out the plan, including teachers, principals, other school staff, and parents, as well as students, if the plan relates to a secondary school. The plan must be developed in coordination with other important programs within the school, and it should be reviewed and updated regularly to reflect the needs of all children in the school.

Schoolwide plans must address all aspects of the schoolwide program, including needs assessment, reform strategies, professional development, parent involvement, and assessment. The plan must also include a list of federal, state, and district programs that will be included in the schoolwide program and describe how the school will use resources under Title I, Part A and other programs to implement those components. The plan should describe how the school will provide individual assessment results to parents and, in states that have developed or adopted a final assessment system, provide for the disaggregation of data.

This chapter describes the development of schoolwide program plans in the schools surveyed for this study. It addresses who participated in the planning process, how schools developed their plans, how the needs of students were identified, and what topics were addressed in the plans.

DEVELOPING SCHOOLWIDE PLANS

Participants

The survey indicated that stakeholders both inside and outside the schools participated in developing the schoolwide program plans. Teachers were involved in the planning process in more than 90 percent of the schools, and 82 percent noted the participation of other school staff (Table 3-1). Eighty-seven percent involved Title I parents, but fewer than one-half of the schools involved migrant parents specifically. Regarding the involvement of specific program staff, about two-thirds involved district or state Title I staff, but only about one-third reported MEP staff participation. The case studies suggested that in some districts, especially the smaller ones, Title I and MEP staff may be the same people.

Table 3-1. Groups involved in developing the schoolwide program plan

Groups	Percent of Schools (N=589)
Teachers	93
Title I parents	87
Other school staff	82
State or district Title I staff	64
Other parents	57
Migrant parents	48
MEP staff	35

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

The involvement of migrant parents or MEP staff in developing schoolwide program plans was associated with a number of factors. Schools in this study that had MEP funds available to them (i.e., the funds were used in the school, either combined with other funds or separately) were much more likely to involve migrant parents or MEP staff in their planning process; nevertheless, fewer than one-half of these schools reported migrant staff involvement in fewer than one-half of the schools where MEP funds were present (Table 3-2). High schools were more likely than middle or elementary schools to involve program staff from either Title I or MEP, and a greater percentage of rural than urban schools involved migrant parents and MEP staff, as well as Title I parents and district or state Title I staff (Appendix Tables C.3.1 and C.3.2).

Table 3-2. Groups involved in developing the schoolwide program plan, by availability of MEP funds

	Percent of Schools	
Groups	MEP Funds NOT Available (N=75)	MEP Funds Available (N=421)
Teachers*	98	92
Title I parents*	92	85
Other school staff	86	81
State or district Title I staff	69	66
Other parents	61	58
Migrant parents*	33	53
MEP staff*	8	46

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

Schools with a higher proportion of migrant students were far more likely to have migrant representation in the planning process (Table 3-3). Migrant parent involvement was reported in 63 percent of schools with a high proportion of migrant students, compared to 40 percent of schools with a low proportion of migrant students. Similarly, MEP staff participated in 54 percent of the schools with a high proportion of migrant students, compared to 19 percent of schools with a low proportion. In addition, schools in which a high proportion of their LEP students were migrant were more likely to involve both migrant students and MEP staff in the development of their plans (Appendix Table C.3.3).

Table 3-3. Groups involved in developing schoolwide plan, by proportion of migrant students

	Percent of Schools	
Groups	5% or Fewer Migrant Students (N=171)	More than 5% Migrant Students (N=264)
Teachers*	90	95
Title I parent	86	86
Other school staff	84	83
State or district Title I staff	65	68
Other parents	61	57
Migrant parents*	40	63
MEP staff*	19	54

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

The case studies suggested an explanation for the relationship found in the survey results between whether migrant staff and parents were involved in developing schoolwide plans and the presence of MEP funds or large numbers of migrant students in the schools. Generally what principals meant by saying they have MEP funds available was that a staff member who was funded by the migrant program was assigned to their schools. Further, district or regional migrant programs reported they were more likely to assign staff to schools with more migrants rather than to schools with fewer, all else being equal. The case study interviews frequently found district or regional MEP staff commenting that they could not serve all the schools where migrant students were enrolled or living, especially as their funds have diminished over the last several years. It was simply common sense to them to encourage schools to provide services where there were many migrants and use district-level services to meet needs of migrant children in the other schools. In effect, when the number of migrant students was relatively large, the migrant program was more likely to be involved and, therefore, migrant program funds were more likely to be used within the school. Then, parents of migrant children were more active, and the migrant parents and migrant program staff were more likely to be included when the schoolwide plan was being put together.

The case studies also provided some qualitative information about the nature of migrant parent or staff involvement in the planning process. Across the 25 case study schools, migrant parents were involved in the planning process more as individuals than as representatives of a group. Moreover, in schools with large migrant populations, general parent involvement in planning or other areas may have implicitly included migrant parents. MEP staff were generally not an active part of the planning process, an observation supported by the survey finding that only 35 percent of schools included MEP staff in developing their plan. In smaller districts, the director of the MEP tended to be involved in the planning process but usually because he or she was also the Title I director or the director of federal programs.

Planning Process

The case studies reflected patterns of parent and staff involvement found in the survey results and illustrated how schools developed their schoolwide program plan. Certain patterns were common across virtually all the case study schools. Schools tended to form committees to develop the schoolwide plan and conduct the needs assessment. These committees usually included the principal, teachers, school Title I staff, and parent representatives. Sometimes the committees also included the district Title I director. All the case study schools received some form of technical support or assistance either from the state, the district, or both. Subcommittees usually were responsible for drafting sections of the plan, with the principal pulling it all together.

The formats of the plans typically followed outlines or guidelines provided by the state or district. For example, in Orange Grove Elementary School:

> [T]he schoolwide program plan was closely linked with its school improvement plan. The two shared a needs assessment, planning process, and evaluation. Both were planned by a school improvement committee composed of teachers, staff, administrators, and parents. Goals for the school improvement plan and schoolwide program targeted Blueprint 2000 goals, which were statewide goals that paralleled Goals 2000. School improvement planning had been in place for about six years, so the schoolwide program fit nicely into a pre-existing structure.

Most of the case study schools developed their plans either by adapting a previously developed state-initiated school improvement plan or by following detailed guidelines from the district. School improvement plans, for example, involved needs assessment processes that were similar to those required by the schoolwide plan. In these cases, either the existing plan or the district staff greatly influenced the development of the schoolwide plan. The resulting schoolwide plans usually focused on school-level curricular issues and needs rather than on the needs of specific categorical groups of students. Only a few plans that were adapted from other plans or guidelines explicitly addressed the needs of migrant students.

In the remaining case study schools, interest in implementing a schoolwide program originated in the school itself rather than as a response to a district trend or state reforms. Although these schools subsequently received assistance and encouragement from state and district personnel, their plans were developed using less "boilerplate" from other types of plans or from the district. These plans were more likely to include discussion of the needs of migrant students and other groups. This was the result of looking at the needs and resources of the school from a fresh perspective without being limited by the perspectives embedded within prior reforms or district priorities.

NEEDS ASSESSMENTS

The 1994 reauthorization of ESEA requires a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to state content and performance standards. The needs assessment is intended to be a planning tool that addresses the issues discussed in the schoolwide plan. The survey collected data about the sources of information schools used in planning and updating their schoolwide programs, and the case studies provided a picture of how schools approached the mandated needs assessment. Needs assessment procedures were similar across the case study schools. Schools established or used existing committees to determine needs by reviewing an array of school and student data and conducting their own surveys of school staff and parents. Small groups within the planning committee were responsible for examining the needs data related to specific topics in the schoolwide plan. In addition to the information gathered from the schools' own parent and staff surveys, needs assessments typically included some or all of the following types of data: standardized test scores, grade promotion, attendance and discipline referral rates, English proficiency, and poverty. These data were used to identify gaps between present and desired levels of performance and to set priorities for schoolwide program services.

Large majorities of survey respondents reported that they used students' academic performance, both independently (91 percent) and relative to state standards (81 percent) (Table 3-4). Attendance and enrollment patterns informed the development of schoolwide plans in three-fourths of the schools. English-language-proficiency assessment results were used by three-fifths of the schools, and about one-fourth used health data. The case study observations support the survey finding that schools drew on a number of sources of information in planning for their schoolwide program.

Table 3-4. Sources of information used in schoolwide planning process

Source	Percent of Schools (N=589)
Students' academic performance	91
Academic performance relative to state standards	81
Attendance and enrollment patterns	73
English language proficiency assessment results	60
Health data	27

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

The use of English language assessment results was particularly sensitive to a number of migrant-related factors (Table 3-5 on the following page). Schools were more likely to use this source of information in their planning process if they had a large number of migrant students or if migrant parents or program staff were involved in the planning process. Urban schools were more

Table 3-5. Schools that used English language proficiency assessment results in planning for schoolwide programs, by characteristics of schools

School Characteristics*	Percent of Schools Using English-Language-Proficiency Assessment Results
Migrant parent or staff involvement in developing schoolwide program plan (N=589)	
Not involved	47
Involved	70
Number of migrant students (N=549)	
1-10	50
11-30	51
31-70	65
More than 70	77
Metropolitan Status (N=584)	
Rural	49
Small town	57
Urban	69

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, $p<.001$

prone to using this information as well. In addition, a greater proportion of schools relied on health data and English language proficiency assessment results if migrant parents or staff were involved in the planning process compared to schools without their participation (Appendix Tables C.3.4 to C.3.7).

Schools were also surveyed about the sources of information used to make annual adjustments to their schoolwide plan. Large majorities of schools used academic performance, staff concerns, and parent concerns (Table 3-6 on the following page). Almost three-fourths of the

Table 3-6. Sources of information used to make annual adjustments to schoolwide plans

Source of Information	Percent of Schools (N=589)
Students' academic performance	93
Staff concerns	86
Academic performance relative to state standards	84
Parent concerns	84
District concerns	74
Changes in enrollment patterns	52

Source: Item D4c, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

schools based annual modifications to their plans on district concerns, while about one-half considered changes in enrollment patterns. Schools with relatively high migrant mobility or with migrant parent or MEP staff involvement in the schoolwide planning were more likely to take changes in enrollment patterns into account. Schools with a relatively high proportion of their LEP students being migrants were more likely to include parent concerns in annual reviews of their plans (Appendix Tables C.3.8 to C.3.10).

TOPICS ADDRESSED IN PLANNING FOR SCHOOLWIDE PROGRAM

According to the survey, academic performance, parent involvement, and professional development were the most widely considered topics in the schoolwide planning process (Table 3-7 on the following page). Students' academic performance was addressed by nearly all schools in planning for their schoolwide programs. Eighty-three percent also said student performance relative to state standards was considered in the process. Parent involvement was considered by 9 out of 10 schools, and professional development by 8 out of 10. Fewer schools addressed needs or services for distinct groups of students. Consideration of services for special populations ranged from 66 percent of schools for LEP students and 59 percent for migrant students to 6 percent for out-of-school youth.

Table 3-7. Topics addressed in schoolwide planning process

Topics	Percent of Schools (N=589)
Academic performance	95
Parent involvement	91
Academic performance relative to standards	83
Professional development	82
Services for LEP students	66
Services for migrants	59
Extended-day or -year programs	54
Summer or intersession programs	41
Services for out-of-school youth	6

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

The consideration of migrant service issues in the planning process was related to the participation of migrant parents and MEP staff in developing the plan, the number of migrant students in the school, the presence of MEP funds in the school, and the mobility of the school's migrant student population. Almost 80 percent of the schools where migrant parents or MEP staff participated in developing the schoolwide plan addressed services for migrant students during the planning process, compared to 34 percent of the schools where neither migrant staff nor parents were involved (Table 3-8 on the following page). Schools that involved migrant parents or staff were also far more likely to have considered services for LEP students and summer or intersession programs.

The percentage of schools addressing services for both migrant and LEP students was positively associated with the number of migrant students in the school (Table 3-9 on the following page). Furthermore, schools that have MEP funds available were also more likely than schools without MEP funds to have considered services for migrant students in their schoolwide program plan; 65 percent of the schools with MEP funds addressed services for migrant students compared

Table 3-8. Topics addressed in the schoolwide planning process, by migrant parent and/or staff involvement in developing the schoolwide program plan

	Percent of Schools	
Topics	Migrant Parents and Staff NOT Involved in Developing Schoolwide Plan (N=224)	Migrant Parents and/or Staff Involved in Developing Schoolwide Plan (N=365)
Parent involvement*	85	95
Professional development*	75	87
Services for LEP students*	51	78
Services for migrants*	34	78
Extended-day or -year programs*	48	58
Summer or intersession programs*	32	48
Services for out-of-school youth*	4	8

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

Table 3-9. Topics addressed in schoolwide planning process, by number of migrant students

	Percent of Schools			
Topics	1-10 Migrant Students (N=118)	11-30 Migrant Students (N=141)	31-70 Migrant Students (N=128)	More than 70 Migrant Students (N=162)
Services for migrants*	42	61	60	73
Services for LEP students*	54	54	71	84

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

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to 36 percent of the other schools (Table 3-10). According to the 1994 reauthorization of ESEA, MEP funds "shall be used to meet the identified needs of migratory children that...result from the effects of their migratory lifestyle... ." Survey results showed that schools with more migrant student mobility during the regular school year were more likely to have considered services for migrant students (72 percent) than were schools with relatively stable migrant populations (57 percent) (Appendix Table C.3.11).

Table 3-10. Topics addressed in schoolwide planning process, by availability of MEP funds

	Percent of Schools	
Topics	MEP Funds NOT Available (N=75)	MEP Funds Available (N=421)
Parent involvement	91	90
Professional development	85	81
Services for LEP students	72	66
Services for migrants*	36	65
Extended-day or -year programs	53	53
Summer or intersession programs	36	43
Services for out-of-school youth	3	7

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

Metropolitan status did not appear to be related to what topics were addressed in the planning process, except for services for LEP students; more than three-fourths of urban schools addressed LEP services in planning for their schoolwide program compared to about one-half of rural schools (Appendix Table C.3.12).

The schoolwide plans from the case study schools addressed the needs of disadvantaged children in general, but they rarely addressed migrant students' needs separately from the needs of other students. Even where migrant students were specifically mentioned in the plans, few or no details were provided about either their specific needs or services to address those needs. Although several of the principals in the case study schools reported mobility in general to be a problem, few schoolwide plans specifically addressed the needs of transient student populations, including migrants.

Schools are required to collect and report data on student achievement disaggregated by gender, race/ethnicity, limited English proficiency, disability, and migrant status when their states' final assessment systems are in place and, at the latest, by the 2000-2001 school year. The benefit of disaggregation is its ability to identify the needs and progress of targeted student populations for whom federal funds are allocated. In most case study schools, the needs assessments did not use disaggregated student achievement data or any other information by migrant status.

The schoolwide program plans examined in the case studies may not have addressed the specific needs of migrant students for several reasons:

- Few schools had access to achievement data disaggregated by migrant status. Schools frequently relied on their districts' management information systems for relevant data, and those systems usually did not provide disaggregated data for migrants. Most of the disaggregation available to schools was by characteristics other than migrant status (e.g., gender, ethnicity, economic status, special education, gifted, bilingual, Title I).

- Some of the case study schools had adapted plans developed for other purposes, such as school improvement plans. Those previously developed plans often did not require attention to categorical groups.

- Personnel in many case study schools chose not to categorize their students. Many of those interviewed stated that their schoolwide program made it possible to meet the instructional needs of students as individuals, and they preferred to avoid stigmatizing labels.

4. MIGRANT NEEDS AND SERVICES IN SCHOOLWIDE PROGRAMS

This study was designed to examine how schoolwide programs are meeting the educational and support service needs of migrant children. Schoolwide programs must meet the needs of all children, but particularly the needs of children who are members of the target populations of any federal program whose funds are included in the schoolwide program. Schoolwide programs that combine MEP funds under Title I, Part C must consult with migrant parents or their representatives, address the needs of migrant children that result from the effects of their migrant lifestyle or are needed to permit migrant children to participate effectively in the school, and document that appropriate services have been provided to them. As noted in the previous chapter, about 60 percent of principals reported that migrant services were addressed in their schoolwide planning process and about one-half said migrant parents were involved in developing the plan.

In general, neither the survey nor the case study data indicated that school staff viewed the needs of migrant students as greatly different from the needs of other disadvantaged children. Case study data suggest one possible reason for this. Principals often did not know who the migrant students were because some schools did not separately identify migrants. In addition, needs assessments did not focus on the needs of categorical groups. Information obtained from the case studies also suggests that many schools view the schoolwide program philosophy as emphasizing the needs of individual students rather than categories of students. Schools may have deliberately chosen not to focus on groups of students to avoid stigmatizing labels or they may have adopted a schoolwide program plan that simply failed to recognize certain categories of students. Considered in light of the limited amount of disaggregated data at the disposal of the schools, it was not surprising that school staff in the case study schools did not articulate the needs of migrant students as being distinct from other disadvantaged students. This is not to say that school personnel could not identify the needs of migrant students; rather, they regarded their needs as similar to the needs of other students.

In addition to finding that school personnel did not distinguish the needs of migrant students from those of other students, the survey findings also showed that schools did not usually target services to migrant students specifically. Instructional services in particular were generally found to be available to all students with particular needs, regardless of categorical labels. However, this is not to say that the needs of migrant students were not met in these schools.

Large percentages of all the students in these schools, whether migrant or nonmigrant, came from economically disadvantaged families, were LEP, and had other characteristics related to extensive educational and support service needs. Thus, by addressing the needs of all students school staff believed they were also addressing the needs of their migrant students. In addition, school staff may not have been as familiar as district staff with the support service needs of migrant students. In fact, the migrant program staff interviewed at the district level were more likely to identify particular needs of migrant students, and these tended to be support service needs. The nature of schoolwide program implementation seemed to lend itself to providing services to meet the needs of students as individuals, not as distinct groups.

EDUCATIONAL NEEDS AND SERVICES

The survey attempted to distinguish between the needs of all students in the school and the needs of migrant students only. A series of items asked respondents to identify the primary educational and support service needs of all students generally and of migrant students and out-of-school youth specifically. Primary needs were defined as the top three needs of their students. Each item allowed respondents to check if a particular need applied to all students or if it applied only to migrant students. The percentage of schools that reported a primary need of all students, regardless of whether or not it was also a need of migrant students, is presented first. The percentage of schools that reported a primary need of migrant students that was not considered also a primary need of all students, that is, a need deemed specific to the migrant students in that school, is presented second.

Identifying Students' Instructional Needs

Survey respondents from nearly all the schools reported reading was a primary educational need of all students in their school (Table 4-1). Seventy-three percent cited mathematics was a primary educational need, and 41 percent cited English proficiency or other language arts. With respect to all students, no other educational need was identified as a primary need by more than one-fourth of the schools.

Table 4-1. Educational needs of all students and of migrant students only

Educational Need	Percent of Schools (N=595)	
	All Students	Migrant Students, but Not All Students
Reading	92	3
Mathematics	73	2
English proficiency	41	26
Other Language Arts	41	5
Basic social skills	21	2
Bilingual education	18	13
Cultural enrichment	17	3
Dropout prevention	15	6
Special education	12	<1
Talented or gifted program	10	<1
Speech therapy	8	1
Vocational/career counseling	8	1
Vocational education/training	5	1

Source: Item D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

The reported educational needs of all students varied by grade level and metropolitan status. Reading, considered a primary need in 92 percent of elementary and middle schools, was noted by 77 percent of high school principals. Bilingual education was a primary need in twice as many elementary schools (20 percent) as high schools (10 percent). On the other hand, high schools were far more likely to be concerned with vocational education, career counseling, and dropout prevention. Indeed, dropout prevention was the third most cited educational need by high school principals. About one-half of the principals in urban schools noted English proficiency as a primary educational need, while approximately one-fourth shared this sentiment in rural schools. Another striking difference was in bilingual education, considered a primary education need in 28 percent of urban schools but only in 8 percent of rural schools (Appendix Tables C.4.1 and C.4.2).

Analysis of the survey data permitted an exploration of the needs principals perceived as specific to the migrant students in their school. In only two areas of educational need, English proficiency and bilingual education, did more than 6 percent of principals believe their migrant students had a primary educational need that was not shared by all of the students in their school. Principals' perceptions of needs specific to migrant students were sensitive to a few school characteristics. Schools with a high proportion of migrant students were somewhat more likely to believe English proficiency was a specific need of migrants. Both English proficiency and bilingual education were more likely to be considered a unique need of migrant students in schools where a large proportion of the LEP students were migrant (Appendix Table C.4.3).

In the case study schools, the instructional needs of migrant students were also generally not regarded by school personnel as fundamentally different from those of other educationally disadvantaged or LEP youth. Many of the staff in the case study schools deliberately chose not to categorize migrant students or other students. They frequently mentioned the deleterious effect of labeling students and stated that their schoolwide program made it possible to meet the instructional needs of each of their students as individuals. For the most part, migrant students were treated just like any other students; that is, they were provided services based on their individual needs. Interviewers often were told that "[W]e don't even know who our migrant students are," which made it difficult to validate the assertion that the migrant children received appropriate services, but there was no sense of a child being denied instructional or support services because of migrant status. Not labeling students was usually coupled with statements about helping *all* students learn. For a case study example:

> The principal at Northeastern Middle School did not make a distinction between his migrant students and other students because he was confident that their needs were the same (mobility, language, poverty) and that the school's program was designed to meet those needs. No one at the school could "identify" or talk at length about the migrant population.

Providing Instructional Services

Survey respondents were asked to identify the kinds of instructional services that were provided to students in their schools. They could indicate whether supplemental instruction in various subjects was available to any of the students in their school or only to migrant students. The survey results showed that schools generally did not target migrant students as a unique group eligible to receive instructional services that were not available to other students in the school.

The great majority of survey respondents reported supplemental instructional services in reading and math were available to all students in their schools, followed by other language arts (Table 4-2 on the following page). About one-half of the schools made supplemental instruction available to any student in science, basic skills, and English as a second language (ESL).

The number of schools that made instructional services available for only migrant students was much smaller. In most subjects, supplemental instruction was provided only to migrant students in fewer than 3 percent of the schools. ESL was the area in which the highest percentage of schools, about 11 percent, offered supplemental instruction to migrant students that was not available to all students. About 5 percent of the schools offered additional help to only migrant students in bilingual education, and fewer than 4 percent made supplemental instruction in cultural enrichment available to migrant students only.

Table 4-2. Supplemental instruction for all students and for migrant students only

Supplemental Instruction	Percent of Schools (N=585) Available for All Students	Available for Migrant Students, but Not All Students
Reading	90	2
Mathematics	80	2
Other language arts	63	2
Science	50	2
Basic skills	50	2
English as a second language	49	11
Social studies	45	2
Bilingual education	40	5
Cultural enrichment	41	4
Health	36	1
Vocational/career education	25	2

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

In the three subject areas in which instructional services were most likely to be provided to migrant students only—ESL, bilingual education, and cultural enrichment—supplemental instruction was reported more frequently in schools where migrant students constituted a high proportion of the school's LEP population. This suggests that in schools where a majority of the LEP student population was migrant, supplemental instruction in the areas that traditionally serve LEP students was targeted to migrant students. Additional instruction in ESL or bilingual education was also more frequently reported by schools that had a large proportion of migrants in their student population as well as in schools that had migrant parent or staff involvement in the schoolwide planning (Appendix Tables C.4.4 to C.4.8).

Thirty-nine percent of the schools reported that they introduced or significantly strengthened bilingual education as a result of implementing their schoolwide program. Attention to bilingual education was more prevalent in the schools that had the involvement of migrant parents or program staff in developing their schoolwide plans, larger numbers of migrant students in the school's population, or a high proportion of their LEP students being migrants. Introducing or strengthening bilingual education services was also more common in urban and small town schools than in rural ones (Appendix Table C.4.9).

Meeting the Needs of Migrant Students

To answer the question of whether or not schools with schoolwide programs provided services to meet the identified needs of migrant students, the study examined how many schools that identified a specific migrant need provided instructional services to only their migrant students. Survey data showed that even when specific needs of migrants were identified by schools, instructional services were rarely focused on migrant students to the exclusion of other students in the school. This does not mean that the needs of migrant students were not being met, just that migrant students were not singled out as a separate group for unique services. For example, more than one-fourth of schools identified English proficiency as a need of migrant students that was not shared by all of their students. Yet, only 29 percent of those schools provided supplemental instruction in ESL only to migrant students. Similarly, only 26 percent of the schools that had identified unique cultural enrichment needs of their migrant student population provided services to their migrant students that were not available to other students (Appendix Table C.4.10).

Staff in the case study schools believed that the instructional services made available to migrant students were at least as good, perhaps better, than before implementation of the schoolwide program. This seemed to be so even though many of the schoolwide programs had not explicitly identified or addressed migrant students' needs. School personnel stressed that they thought the flexibility provided by the schoolwide option made it much easier both to tailor services to individual students and also to meet the general needs of all the students in the school than had been the case before. Thus, implementing the schoolwide plan was seen, in and of itself, as helping all students, including migrant students.

Whether a child was from a migrant family or was eligible for another categorical program was not generally relevant to the teachers and staff in the case study schools when it came to deciding which services the student should receive. However, prior to implementing the schoolwide option many migrant students were not necessarily considered eligible by school personnel for Title I, Part A services. The 1993 National Assessment of the Chapter 1 Program (i.e., the program under which these services were provided prior to 1995) reported that 53 percent of migrant children were eligible for Chapter 1 services, but only 24 percent of migrant children received them.[5] In the case study schools, all the services supported by Title I funds in the schoolwide programs were available to any student, including migrant students, with a need for them.

The case studies showed that migrant students apparently could participate in any of the services that were appropriate for them as individuals. In fact, as was the case for most students, migrants were simply assigned to activities or services or provided extra assistance as a simple matter of course; they were provided the assistance that teachers believed them to need. For example, if they needed help because their English reading skills were limited, they were provided help. The nature of that help may have varied from school to school, grade to grade, or even class to class, but the help was provided.

Supplemental instruction was provided to migrant students in the surveyed schools mostly by regular teachers who taught migrant students in the regular classroom (88 percent). Fewer than one-half of the schools had additional teachers or aides assist migrant students in the regular classroom, and about one-third of the schools provided targeted instruction to migrant students during extended-day, evening, or weekend classes. About one-fourth of schools removed migrant students from their regular classrooms for additional instruction, and very few (6 percent) placed any migrant students in special classes. Based on case study observations, the schoolwide option made it possible to have regular and specialist staff work within the regular classroom to meet the needs of any student or all the students. With this change, the specialist (often a former "Title I teacher") could work as a partner of the classroom teacher. Rather than working with a few "eligible" students on basic skills, the teachers could work with any of the students having trouble with the classroom assignment. Thus, the general skills and experiences of the classroom teacher were joined with the skills of the specialist, and the classroom routine was not disrupted.

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[5] Strang, W., Carlson, E., and Hoppe, M. (1993). *Services to migrant children, A supplemental volume of the final report of the national assessment of the Chapter 1 program.* Washington, DC: U.S. Department of Education.

According to the survey, 44 percent of the schools had introduced or strengthened heterogeneous student groupings as a result of the implementing their schoolwide plans, and 41 percent introduced or strengthened the integration of migrant students into the regular instructional program. Enhanced integration of migrant students was more likely to occur in schools with MEP funds available, migrant parent or staff participation in schoolwide planning, most of the LEP student population being migrant, larger numbers of migrant students, or more transient migrant student populations (Appendix Table C.4.11).

SUPPORT SERVICE NEEDS AND SERVICES

Identifying Student's Support Service Needs

Overall, counseling and medical screening or treatment were considered the most pressing support service needs of all students; these categories were cited by more than 60 percent of respondents (Table 4-3 on the following page). Some principals believed their migrant students had support service needs that were different from the majority of their students. About 33 percent identified dental screening or treatment as a need of all of their students, and 12 percent believed only their migrant students needed that type of support service. Approximately 10 percent believed clothing, medical screening or treatment, and social work were unique needs of migrant students. Schools with larger numbers of migrant students were more likely to identify support service needs of migrant students not shared with all students. Rural schools were also more likely to cite medical and dental screening and treatment, nutrition, and clothing as support service needs unique to their migrant students (Appendix Tables C.4.12 and C.4.13).

Table 4-3. Support service needs of all students and of migrant students only

Support Service Needs	Percent of Schools (N=596)	
	All Students	Migrant Students, but Not All Students
Counseling/guidance	66	3
Medical screening or treatment	63	10
Nutrition	45	4
Social work/outreach	42	10
Dental screening or treatment	32	12
Transportation	17	5
Clothing	16	11

Source: Item D6, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Meeting Students' Support Service Needs

Principals were asked to identify the support services provided to meet the needs of migrant students in their schools, regardless of whether or not these services were available to other students in the school. The most frequently reported support services were meal programs, counseling/guidance, medical screening or treatment, and transportation (Table 4-4 on the following page).

The likelihood that schools provided different services for migrant students was significantly related to various school characteristics. More schools with a large migrant student population provided medical and dental screening/treatment, transportation, and clothing services. Another factor that influenced the availability of migrant services was whether or not the schools had involved migrant parents or staff in their schoolwide planning. Schools with this kind of migrant

Table 4-4. Support services for migrant students

Support Services	Percent of Schools (N=597)
Free or reduced price lunches	98
School breakfast program	96
Counseling/guidance	79
Medical screening or treatment	67
Transportation	62
Social work/outreach	56
Dental screening or treatment	52
Clothing	47
Nutrition	43
Dropout prevention program	42
Day care	10

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

involvement tended to have more migrant services of almost every type than the schools without migrant involvement in the planning process. Schools with MEP funds available to them were more likely to provide services to migrants in medical and dental screening/treatment, transportation, clothing, and dropout prevention. Schools with a more transient migrant student population were more likely to provide services specifically to their migrant students than schools with a less transient migrant population in counseling/guidance, dental screening/treatment, clothing and day care. Finally, high schools were more likely to provide counseling/guidance, dropout prevention, and day care services, and middle schools provided more transportation services to their migrant students (Appendix Tables C.4.14 to C.4.19).

Based on the surveys, about three-fourths of the schools that identified medical and transportation needs that were unique to their migrant students also provided services for these students. Close to 70 percent of the schools that identified unique migrant student needs in counseling/guidance addressed those needs with services, as well. Around 65 percent of the schools that cited unique migrant needs for dental screening/treatment or clothing provided services in these areas (Appendix Table C.4.20). A possible explanation for the relatively high match between support service needs and services, when compared to instructional needs and services, is that district or regional MEP offices have traditionally emphasized providing support services for migrant students.

NEEDS AND SERVICES FOR OUT-OF-SCHOOL YOUTH

One emphasis of the MEP is providing services to migrant out-of-school youth, that is, migrant children, age 21 or younger, who are not attending school and do not have a diploma or equivalent. They may be too old or too young for the school or have dropped out. A single item on the survey asked principals to identify the primary educational or support service needs of out-of-school migrant youth. Another item gathered information about the services made available by the school or other organizations in coordination with the school to meet the identified needs of out-of-school migrant youth.

Identifying Needs of Out-Of-School Youth

No more than one-fourth of principals identified any primary educational or support service need of out-of-school youth. Diploma or general education development (GED) instruction, social work, and medical screening or treatment were the most commonly noted needs (Table 4-5 on the following page). Health-related categories, such as medical screening or treatment and nutrition, were more likely to be seen as needs for out-of-school youth by survey respondents from elementary schools than from high schools. On the other hand, education and training issues were the primary needs from the perspective of high schools. Forty-four percent of high school respondents recognized diploma or GED instruction as a primary need of all out-of-school youth, and more than one-fourth of high school respondents cited vocational education, career counseling, and employment services as a need of all youth. Social work, diploma or GED instruction, and employment services appeared to be the needs most sensitive to the number of migrant students in the school (Appendix Tables C.4.21 to C.4.23).

Table 4-5. Educational and support service needs of out-of-school youth

Needs of Out-Of-School Youth	Percent of Schools (N=566)	
	All Youth	Migrant Youth, but Not All Youth
Diploma or GED instruction	24	12
Social work/outreach	21	8
Medical screening or treatment	19	9
Vocational education/training	18	6
Vocational/career counseling	17	7
English language instruction	15	14
Employment services	15	5
Dental screening or treatment	10	7
Nutrition	10	3
Clothing	5	3

Source: Item D7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Diploma or GED instruction and English language instruction were the only two needs believed unique to migrant out-of-school youth by more than 10 percent of respondents. Schools with MEP funds and schools where migrant parents or staff had participated in the schoolwide planning were more likely to note English language instruction as being needs of only their migrant out-of-school youth (Appendix Table C.4.24).

Serving Out-Of-School Youth

Fewer than one-half of the schools reported that services were provided to meet the needs of out-of-school migrant youth. The areas in which services were most commonly provided to out-of-school migrant youth were counseling/guidance, medical screening or treatment, and social

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work/outreach services. About one-third of the schools reportedly provided diploma or GED instruction, English language instruction, or dental screening or treatment services (Table 4-6).

Table 4-6. Services for out-of-school migrant youth

Services	Percent of Schools (N=572)
Counseling/guidance	39
Medical screening or treatment	39
Social work/outreach	38
Diploma or GED instruction	34
English language instruction	34
Dental screening or treatment	33
Clothing	30
Nutrition	25
Vocational/career counseling	18
Employment services	16
Vocational education/training	14

Source: Item E5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Whether services were provided to out-of-school migrant youth was related to certain school characteristics. These characteristics included having migrant parent or staff involvement in the schoolwide planning, or a high proportion of the school's LEP population being migrant students. High schools were more likely than elementary or middle schools to provide several services to out-of-school migrants, such as diploma or GED instruction, counseling, or vocational or employment services. Schools were more likely to provide diploma or GED instruction if they had MEP funds available, larger numbers of migrant students, or a high proportion of their LEP student population being migrant. Urban schools were less likely than those in rural areas or small towns to provide diploma or GED instruction to out-of-school migrant youth (Appendix Tables C.4.25 to C.4.28).

About 9 percent of the schools reported they had introduced or strengthened services for out-of-school youth, not specifying migrant youth in particular, as a result of implementing their schoolwide programs. High schools added or improved their services to out-of-school youth more than middle and elementary schools. In addition, schools with MEP funds available, migrant parents or staff involvement in developing the schoolwide plan, or larger numbers of migrant students were more likely to introduce or strengthen services for out-of-school youth (Appendix Table C.4.29).

PRIORITIES FOR SERVICES

MEP is to give priority to migrant children who are failing, or most at risk of failing, to meet state content and performance standards, and whose education has been interrupted during the regular school year. According to the survey, schoolwide program schools with migrant students gave the highest priority for both instructional and support services to migrant students who were failing to meet the states' content and performance standards. Fewer than one-half of the surveyed schools gave service priority to migrants who enrolled after the start of the year, and about one-fourth of the schools gave priority to migrants who were failing to meet their home state's standards (Table 4-7 on the following page).

Schools that had MEP funds or had migrant parents or staff involved in the schoolwide planning process were more likely to prioritize instructional and support services for migrant students who were failing to meet state standards or those who enrolled after the start of the school year. These students were also given greater priority for instructional services in schools with higher proportions of migrant students or a high proportion of LEP students who were migrant.

Schools with a more mobile migrant student population gave more priority to migrant students who enrolled after the start of the school year, while no significant differences in priorities for service were found for students failing to meet state standards based on the mobility of a school's migrant student enrollment. School level seemed to make a difference in which type of migrant student was given greater priority for services. Elementary schools favored students who had failed state content and performance standards, while middle schools and high schools focused more on the migrant students who enrolled late in the school year. (Appendix Table C.4.30)

Table 4-7. Priorities for instructional and support services for migrant children or youth

Service Priorities	Percent of Schools (N=581) Instructional Services	Percent of Schools (N=581) Support Services
Migrant children/youth failing to meet your state's content and performance standards	80	68
Migrant children/youth who enroll after the start of the year	42	46
Migrant children/youth who are failing to meet their home state's content and performance standards	26	23
Migrant children/youth who have been enrolled at the school the longest	10	12
Out-of-school migrant youth	3	4

Source: Items E6 and E7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

PROVIDING SERVICES FOR MIGRANT STUDENTS

It is important to place the recent interest in schoolwide programs and the apparent absence of specific attention to the migrant students within those schoolwide programs in a historical perspective. MEP has been providing targeted services to eligible children for about 30 years. During that period, institutional patterns have developed and been maintained. Staff has been hired, retained, and developed relationships with individuals in the schools. Service agreements have been generally renewed each year, and school personnel may not even have recognized that those agreements could be changed to permit MEP-funded positions to serve nonmigrant students. Further, even though many schools have been adopting the schoolwide option, the migrant program offices also must continue to be concerned about meeting the needs of migrant students in other schools.

This study focused on the services provided at the school level. The survey did not ask specifically about services for migrant students provided directly by the MEP. However, the case study interviews with district Title I and MEP directors and with migrant parents found services for migrant children were not only provided by and in the schools, but also the district or regional MEP provided direct services to migrant students within and outside the schools that were unavailable to their nonmigrant peers. Migrant students in only one of the case study schools did not have school, district, or regional MEP services targeted to them, and the number of migrant students in that school was very small.

District or Regional Services

District or regional MEP services often focused on support services, particularly identification, recruitment, and advocacy. The migrant program also often had a significant role in maintaining contact with migrant families, referring them to services and providing information and educational opportunities to migrant parents. The MEP also was generally the direct provider for services to out-of-school children and youth. In addition, the district or regional MEP office made instructional or support services available outside the school to migrant students in nearly all of the case study schools. Instructional services for migrant children, when they were offered by MEP, often came in the form of district summer or intersession instruction, or after-school tutorials. The following case study example is typical of district or regional MEP services for migrants:

> The migrant program for students at Mountain Middle School was operated entirely at the district level. The instructional services provided by the migrant office occurred for the most part in the summer in the form of a district-wide migrant summer school. During the school year at Mountain Middle School, the main focus of the migrant program was support services. Staff from the migrant office kept in touch with migrant families and occasionally made home visits. The parent advisory council was active. According to program staff, the advent of schoolwide programs in the district had not changed these basic services or the way in which they were delivered because of the centralized nature of the migrant program in the district. As one MEP staff person put it, "[because we are a district program,] we don't really fit in with schoolwide programs."

Within-School Services

Based on the case studies, most migrant children had instructional and support services available to them through the MEP that came on top of services provided by schools to all of the students, and some had pre-existing school services targeted to them. Eight of the case study schools provided services within their schools specifically for migrant students as part of their overall program. Although these services were often provided by MEP-funded staff, they were integrated into each school's program. These schools shared few demographic characteristics. Some were elementary schools and some served secondary grade students; they could be found across states; and they varied greatly in size. However, they did share two common programming threads. First, these schools had specifically identified and addressed the needs of migrant students in their schoolwide plans. Second, these schools had been providing services targeted to migrants before they implemented the schoolwide program option, probably indicating a long-term concern for migrant students. The following case study example illustrates school-based special programming for migrants:

> Migrant funds from Eagle Middle School's district supported a one-half-time resource teacher and a one-half-time classroom aide at the school. The school decided that the two should provide services to migrant students who needed additional help in language development or basic skills. Services were delivered through elective classes during two of the four 9-week grading periods making up the year. Migrant students may self-select into the class, but more frequently they were encouraged to enroll by their teaching team.

COORDINATION OF SERVICES TO MIGRANT STUDENTS

Over one-half the schools in the survey (57 percent) reported they coordinated services with, or referred migrant children or youth to, other agencies for instructional or support services. Schools were more likely to report they coordinated services if they had MEP funds available to them, migrant parent or staff involvement in developing the schoolwide plan, a larger or more transient migrant student population, or a high proportion of migrant LEP students relative to all their LEP students. Rural and small town schools were more likely than urban ones to coordinate their services for migrant children (Appendix Table C.4.31).

The types of agencies with which schools coordinated migrant services included health care, other community agencies, educational services and/or child care, other government agencies, and family services. Schools were more likely to provide support services to migrant students in their schools when they coordinated their migrant services with other agencies (Appendix Tables C.4.32 and C.4.33).

SPECIAL ACCOMMODATIONS FOR MIGRANT STUDENTS

A number of items throughout the survey addressed special accommodations made for migrant students. This section examines the addition of staff, programs for migrant students, recruitment and identification of migrant students, migrant records transfer, and special procedures for assessing migrant students.

Adding Staff To Handle Migrant Influxes

Based on the survey, 15 percent of the schools reported they added professional staff specifically to handle an influx of migrant students during the regular school year, which was in keeping with the mobility levels reported by the schools for their migrant students. Schools were most likely to add extra staff if they had MEP funds, larger numbers of migrant students, or a more transient migrant student population. These additional staff were particularly likely to assist migrant students in the regular classroom, offer supplemental instruction for migrants who were pulled out of the classroom, or work in special classes for migrants (Appendix Tables C.4.34 and C.4.35).

Extended-Day and Extended-Year Programs

Almost three-fourths of the schools in this study operated extended-day or extended-year programs. The majority were after-school programs. Schools that had MEP funds were more likely to offer extended-day or -year programs. Seventy-six percent of schools that reported having MEP funds available in their schools offered these types of programs, whereas 65 percent of schools without MEP funds did the same.

About 14 percent of the schools that offered extended-day or -year programs had programs available only for migrant students. Schools that were more likely to provide these programs just for migrant students included those with MEP funds available, larger numbers of migrant students, or high proportions of their LEP students being migrants (Appendix Table C.4.36).

About one-half of the schools had either introduced or strengthened extended-day programs as a result of implementing their schoolwide plans. Programs that were added or improved upon were more prevalent in middle schools, as well as in urban area schools (Appendix Table C.4.37). About 13 percent of the schools that had implemented extended-day or -year programs restricted them to migrant children.

Summer or Intersession Programs

Over 70 percent of the schools in this study offered summer or intersession programs. This was more likely to occur in rural schools; four out of five rural schools had a summer or intersession program compared to two-thirds of the urban schools. Schools with students in the higher grades were also more likely to offer such programs. Having MEP funds in the schools and larger numbers of migrant students were positively associated with offering summer or intersession programs, and schools in which MEP staff or migrant parents had been involved in developing the schoolwide plan were also more likely to offer summer or intersession programs.

Most of the summer or intersession programs offered by the schools were available to all students (80 percent). Nine percent of the programs were available to migrant students only. The remaining schools with summer or intersession programs reportedly offered separate programs, either similar or different, for migrant and nonmigrant students. The schools that offered summer/intersession programs specifically for migrant students, either solely or in addition to programs for nonmigrant students, were likely to have larger numbers of migrant students. These schools were also more likely to offer programs for migrant students alongside programs for nonmigrant students. Separate programs for migrants and nonmigrants were more common in schools with more transient migrant student populations, or with higher proportions of their LEP students being migrants. Schools that had involvement from migrant parents or staff in developing the schoolwide plan were also more likely to offer summer/intersession programs for migrant students. Finally, very few middle schools reported they had separate summer/intersession programs for migrant students (Appendix Table C.4.38).

More than 40 percent of schools reported they had introduced or strengthened those programs due to the implementation of their schoolwide programs. Schools were more likely to add or strengthen their summer/intersession programs if they had MEP funds available, migrant parent or program staff involvement in schoolwide planning, or a relatively large migrant student population (Appendix Table C.4.39).

Identification and Recruitment of Migrant Students

Almost three-fourths of the schools actively identified and enrolled migrant children or youth in the migrant program. There was a greater tendency for schools to identify and enroll migrants if the school had MEP funds, migrant parent or program staff involvement in developing the schoolwide plan, larger numbers of migrant students, or more transient migrant student populations. The percentage of schools that reported identification and enrollment of migrant students was higher in rural and small town schools than urban schools (Appendix Table C.4.40).

Records Transfer

Most schools reported on the survey that they obtained and sent the cumulative records of newly enrolled migrant students by mail, with fewer reporting they used fax, phone, or electronic methods (Table 4-8). There were no notable differences in the methods used for records transfer related to the characteristics of the schools.

Table 4-8. Methods used by schoolwide program schools to transfer student records of migrant students

	Percent of Schools	
Method of Records Transfer	Sending Migrant Student Records (N=583)	Receiving Migrant Student Records (N=586)
Mail	96	94
Fax	37	45
Phone	21	42
Electronic transfer	14	16
Other	8	7

Source: Item E1, Survey of schools, Participation of Migrant Children in Schoolwide Programs

Assessment of Migrant Students

The surveys and the case study protocols included several questions to learn how schools measured achievement levels of migrant children. Concerns were expressed when the study was being designed that schools may not be testing migrant children appropriately or at all. This concern was grounded in migrant students' mobility, particularly for children leaving or entering schools in the spring, the season in which most standardized testing occurs, and for migrant children who spent much of the year in a single state but were then subject to testing under an upstream state's standards. In addition, there was concern that migrant students' limited proficiency in English could affect schools' abilities to assess their skills accurately. Based on the survey results and the case studies, the overall conclusion that can be drawn from this study is that few schools made special accommodations to assess migrant students.

According to the survey, most schools (94 percent) used the same types and methods of assessment for migrant students as for other students. Variations in this high percentage were small. The same pattern held across school levels, numbers of migrant students, duration of migrant student enrollment, and metropolitan status. The small percentage of survey schools that indicated that they did make special accommodations for migrant students generally reported that they tested them in their native language.

These survey findings do not necessarily mean that the special assessment needs of individual students, who also happened to be migrants, were not accommodated in the schools. LEP students, for example, may have taken Spanish-language tests on a routine basis because they were LEP, not because they were migrant. The case studies provided several examples of how schools met the special testing needs of LEP students:

> Cool Spring Elementary's district had an extensive student assessment process, which included testing for reading, language, writing, and math achievement. Specific provisions and tests were included to accommodate LEP students, but no extra steps were taken for migrants. The district administered the California Achievement Test (CAT/5) to English-proficient students in grades two through eight, and LEP students with Spanish as their primary language take the Spanish Assessment of Basic Education (SABE). The district also administered a writing assessment (in either English or Spanish) at grades one, three, and six. LEP students were also tested for their English language proficiency in areas of oral English and English reading.
>
> Achievement at Rangeland Junior High School was measured against state standards via the Academic Excellence Indicator System (AEIS) report, which includes the results of the Texas Assessment of Academic Skills (TAAS) testing, as well as attendance and the dropout rate for each district. The AEIS dominated conversations regarding accountability because, as one administrator put it, "As long as the state requires the AEIS report, it will be the standard of performance." This administrator noted the AEIS made it possible for the district to set measurable goals for subpopulations, but the AEIS did not appear to disaggregate data by migrant status. There was a language issue for migrant students with regard to the TAAS. After three language exemptions, students were expected to pass the English TAAS. Rangeland measured the achievement of students who were exempt from the TAAS by using other tests, grades, and teacher observations.

More than 80 percent of school survey respondents indicated they used their own school's or district's standards to assess the achievement of migrant students. Seventy-six percent of the schools reported they used their own state's standards (either alone or with local standards), and fewer than 3 percent used their migrant students' home-base state's standards.

Almost every survey school reported it provided individual assessment results and an interpretation of those results to parents. Most of the schools translated the results into a language other than English for reporting to parents, with the largest percentages in elementary schools (66 percent) and the smallest ones in middle and high schools (58 percent and 53 percent, respectively). The metropolitan status of the school was related to whether or not the school translated the results into other languages. Fewer than one-half of the rural schools but more than three-fourths of urban schools translated assessment results. Further, schools with larger proportions of LEP students who were migrant were more likely to translate their assessment results.

Schools reported that as a result of implementing their schoolwide program they had introduced or strengthened their assessment systems and reporting practices. Fifty-six percent reported introducing or strengthening their assessment system or procedures, and 48 percent indicated similar improvements to the way they reported assessment results. Schools that had larger numbers of migrant students or that reported migrant parent or staff involvement in developing the schoolwide plan were more likely to have introduced or strengthened assessment reporting (Appendix Table C.3.41).

5. MIGRANT PARENT INVOLVEMENT

Schools that implement schoolwide programs are required to address parent involvement in their schoolwide plans and to involve parents in the needs assessment and planning processes. This chapter examines parent involvement activities generally, the relationship between parent involvement and the schoolwide program, and services provided by schools specifically to parents.

Expanding parent involvement was an important issue for the vast majority of schools in the study. Both the survey and case studies indicated that schools actively sought to involve parents in a variety of ways. The schoolwide program schools, however, were unlikely to target migrant parents as a group, and the case studies suggested that the primary avenue for generating migrant parent involvement in education was the district migrant education program.

PARENT INVOLVEMENT EFFORTS AND ACTIVITIES

Schools considered parent involvement to be important, and they used a spectrum of means from formal committees to social events in their efforts to encourage parents to become active in their children's education and feel welcome in the schools. In the survey, principals listed up to five ways by which their schools encouraged parents in general to become involved. Principals also compiled a list of ways in which their schools encouraged migrant parent involvement. Table 5-1 (on the following page) lists schools' most common responses related to all parents and to migrant parents. The most frequently cited method to encourage participation of all parents was through organized groups such as parent-teacher organizations, committees, school councils, and clubs. This method was followed in frequency by hosting special social events and activities, providing educational opportunities, and using personal contacts. In the case study schools, teachers often sent information about schoolwork home with students to keep parents involved in their children's education.

Table 5-1. Activities and methods used to involve all parents and migrant parents in the school

Activity/Method	Percent of Schools	
	All Parents (N=558)	Migrant Parents (N=492)
Parent committees, councils, meetings, clubs, groups	52	26
Social events, activities (honor breakfast, open house, report card night, family literacy night, parent nights, field trips, banquets, etc.)	46	29
Personal contacts (conferences, phone calls, home visits)	33	41
Conferences, assemblies, fairs	23	43
Education opportunities (classes, workshops, training, etc.)	35	15
Mailings, media (newsletters, memos, etc.)	24	14
Parent volunteer recruitment, encouragement, incentives	30	2

Source Items F1, F8, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

For migrant parents, the schools' most frequently cited means for promoting parent involvement were providing conferences, assemblies, or fairs to encourage migrant parents to become more involved in the schools. These activities were closely followed by personal contacts, such as parent-teacher conferences, phone calls and home visits, which were mentioned by 41 percent of the schools. Social activities and participation in formal groups were also cited (see Appendix Table C.5.1 for a complete listing of activities used to encourage parent involvement).

The Title I legislation encourages the use of school-parent compacts as a means of furthering the involvement of Title I parents in their children's education. These compacts delineate the educational responsibilities of schools and parents and are signed by both parties. In schoolwide program schools, compacts are used for all parents. Most schools in the survey (about 88 percent) reported having a school-parent compact, and more than three-fourths of the schools with a compact required parents to sign the compact and return it to school. Survey results indicated that migrant parents were about as likely as parents generally to sign and return the compact. The schools that

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required parents to sign and return the compact reported that an average of 79 percent of all parents signed and returned the compact and an average of 76 percent of migrant parents signed and returned the compact. The school-parent compact was available in languages other than English in 76 percent of the schools. Almost 70 percent of the surveyed schools reported sharing their school-parent compacts with parents by sending them home with students, and about 60 percent of the schools distributed the compacts through parent-teacher conferences.

Most of the case study schools also had school-parent compacts. Those compacts focused on discipline issues and responsibilities to complete homework. Instructional staff in those schools viewed the compact as an incidental part of their parent involvement activities.

In the case study schools, migrant parents were usually solicited and participated in school activities as individuals rather than as representatives or members of a particular group. Only in case study schools with very large migrant populations were migrant parents targeted because they were migrants. In some case study schools in states such as California, parents of LEP students were targeted to serve on advisory groups, and those parents often were also migrants. It is important to note that many of the case study schools did not separately identify migrant students. Migrant parents were not separately identified either; thus, school staff sometimes did not know the extent of migrant parent participation. To the extent that this also may have been the case in some of the surveyed schools, data on migrant parent involvement should be interpreted with caution.

In addition to the activities mentioned here, 75 percent of the surveyed schools reported having parent liaisons or social workers who were responsible for maintaining ongoing contact with all parents in the school. About 12 percent of schools reported having liaisons that maintained contact with migrant parents only. About one-half the surveyed schools reported that teachers made home visits to all parents; 4 percent of schools reported that teachers made home visits only to migrant parents. School staff contact with only migrant parents occurred more frequently in schools with large numbers of migrant students and in schools in rural areas (Table 5-2 on the following page).

Table 5-2. Staff contact through parent liaisons and home visits with migrant parents only, by characteristics of schools

School Characteristics	Percent of Schools	
	Staff Contact with Migrant Parents Only	Home Visits with Migrant Parents Only
Number of migrant students (N=541)		
1-10	7*	1*
11-30	11*	11*
31-70	9*	3*
More than 70	23*	3*
Metropolitan status (N=577)		
Urban	4*	3*
Small town	14*	6*
Rural	21*	6*

Source: Item F6, F7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* Significant Chi-Square, p<.001

The following is a typical example of school-parent interactions from one of the case study schools:

> One of the schoolwide program goals was to improve parental involvement. School staff increased the number of parent-teacher conferences, held an open house at the beginning of the school year, organized family nights to draw parents into the school, and increased the level of communication between parents and school personnel. Parents were included in the school advisory committee (SAC), and on the school improvement goals committees. Parents were also surveyed each year about their needs and their reactions to the school's programming. There was agreement among migrant parents and staff that migrant parents were more comfortable and closely associated with the district's migrant program office than the school. No specific efforts were made to address migrant parent involvement in the schoolwide program.

PARENT INVOLVEMENT AND THE SCHOOLWIDE PROGRAM

Schoolwide programs are required to address parent involvement and the large majority of schools in the survey (about 91 percent) reported they had addressed parent involvement in the planning process. Similarly, all the schoolwide plans from the case study schools discussed parent involvement. As with other aspects of schoolwide planning, most of these discussions of parent involvement dealt with all parents and did not discuss specific groups of parents. Of the schoolwide plans reviewed for the case studies, few specifically mentioned involving migrant parents in the schools. These discussions tended to include general statements about encouraging migrant parent participation, plans for parent centers with materials of interest to migrant parents, providing transportation, monthly meetings, parent representation on school site councils, parent support groups, parenting training, and translating school and student information for LEP parents.

As mentioned in Chapter 3, about 48 percent of schools in the survey indicated that parents of migrant students were actively involved in developing their schoolwide plans. The survey data did not show any significant relationship between migrant parent involvement in the development of schoolwide plans and whether schools provided services or maintained contact specifically with migrant parents (Appendix Table C.5.2). This is consistent with the observation from the case studies that migrant parents tended to be involved as individuals in activities such as schoolwide program planning rather than as representatives of a group.

Survey schools were asked to indicate types of activities that had been introduced or strengthened as a result of implementing their schoolwide programs. Parent education/involvement activities were the most frequently mentioned, with over 80 percent of schools reporting that parent involvement activities had been introduced or strengthened. In addition, about 40 percent of schools reported that visits to parents' homes by school staff had been introduced or strengthened as a result of the schoolwide program. Schools that were more likely to introduce or strengthen parent activities tended to have MEP funds available, migrant parent and/or staff involvement in developing the schoolwide plan, high proportions of LEP students being migrant, larger numbers of migrant students, or more mobile migrant students. These schools were also more likely to have introduced or strengthened home visit activities to parents after implementing their schoolwide programs (Appendix Table C.5.3).

PARENT SERVICES

About 60 percent of the surveyed schools had a parent resource center, and about two-thirds of the surveyed schools provided adult education, family literacy, or similar services to parents. Elementary schools were more likely to provide these types of services as were schools with large numbers of migrant students, schools where migrant students made up a large proportion of the LEP population, and urban schools. A small number of schools answered questions about whether or not migrant parents used the parent resource center or participated in other educational services. Of those schools that provided information about usage by migrant parents, more than 90 percent said that migrant parents took advantage of these services.

6. SCHOOLWIDE PROGRAM FUNDING

An important issue for this study and for migrant education in general was whether MEP funds were combined with other program funds to support schoolwide programs. Traditionally, MEP has operated at the district or regional level, allocating services to students that may or may not be delivered within schools. Sometimes MEP has entered into agreements with schools about staffing and other arrangements using MEP funds, but accountability for the funds has remained with MEP. These funds have not been part of the school's resources. Under the schoolwide program option, however, these funds can be combined with other federal education program funds if several conditions are met. These conditions include reaching an agreement with MEP about the use of funds, documenting that the needs of migrant children are still being addressed, and involving the parents of migrant children or their representatives in developing the schoolwide plans.

MEP funds provided a very small portion of all the funds available[6] within a school (Figure 6-1 on the following page). In the survey schools, an average of about one-half of the schools' budgets came from regular state or local funds, and Title I, Part A provided a much larger share than MEP funds. This study concentrated on the use of federal education program funds, rather than state and local funds, with most of the attention appropriately devoted to understanding the use of MEP funds in the schoolwide programs. The main reason for this is that the schoolwide program plan is written to implement an option for using funds under ESEA, not state and local funds. Those plans are concentrated on those federal funds and how they can be spent to address needs of students.

According to the U.S. Department of Education's ESEA Compliance Supplement for Migrant Education, "MEP funds are allocated to a State education agency...in order for the SEA to provide MEP services and activities either (1) directly, or (2) through subgrants to local operating

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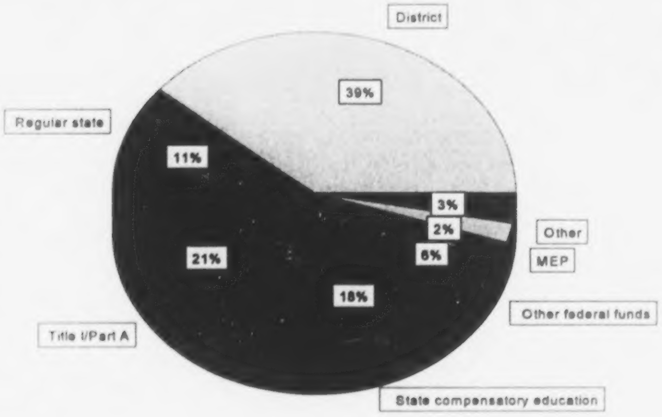
[6] Migrant program funds could be available in the school but not necessarily be combined as part of the schoolwide program. In this chapter, the term "combined" is used to describe funds that are part of the schoolwide program, and "available" is used to indicate the school has MEP funds supporting services within the school, whether or not those funds are combined into the schoolwide program.

Figure 6-1. Sources of funds for schoolwide program schools with migrant students



agencies." That is, migrant education is a state-level educational program, and state MEP officials are accountable for ensuring MEP funds are used to provide services to migrant students. The case studies suggested this sets up a dilemma for MEP officials; that is, they recognize that they are accountable for ensuring program funds are spent appropriately, but they also feel pressure to relinquish those funds to school administrators to combine into their schoolwide programs to enhance the overall educational program of their schools.

COMBINING MEP FUNDS IN SCHOOLWIDE PROGRAM SCHOOLS

The survey asked principals whether their schools combined MEP funds with other funds as part of their schoolwide programs.[7] About one-third of schoolwide program schools reported they did combine MEP funds with other funds as part of their program, about one-half said they did not combine their MEP funds, and about 17 percent indicated they had no MEP funds available to them. High schools or schools where migrant parents or staff had been involved in developing the schoolwide plan were significantly more likely to report combining MEP funds with other funds for their schoolwide programs (Table 6-1, and Appendix Tables C.6.1 to C.6:6).

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[7] The survey specifically asked the school respondents whether MEP funds were "blended" with other funds or kept separate. In this report, we use the general term "combined."

Table 6-1. Characteristics of schools that combined MEP funds in their schoolwide programs

School Characteristics*	Percent of Schools
Migrant parent and/or staff involvement in developing schoolwide program plan (N=496)	
Not involved	28
Involved	37
School level (N=502)	
Elementary	34
Middle	25
High	51

Source: Item B12, Survey of Schools, Participation of Migrant Students in Schoolwide Programs
* All comparisons by characteristic are significant, Chi-Square, $p<.001$

Larger differences between survey schools emerged when the ones that reported they had migrant program funds available to them, regardless of whether or not the funds were combined in their schoolwide program, were compared to schools that did not have migrant funds. The 84 percent of schools that reported they had migrant funds available were more likely to have had migrant parents or staff involved in developing their schoolwide plans. They also had larger numbers of migrant students in their schools, and they were less likely to be in urban or suburban communities than rural ones (Table 6-2 on the following page).

The schoolwide program option allowed schools to combine funds from various federal education programs, including MEP, to meet the needs of all students. The survey did not ask schools to indicate which funds were combined with MEP funds in their schoolwide programs, but observations from the case studies indicated that just a few schools combined MEP funds along with Title I, Part A to support their schoolwide programs. In fact, most of the schools visited for the case

Table 6-2. Characteristics of schools with migrant program funds available*

School Characteristics**	Percent of Schools
Migrant parent and/or staff involvement in developing schoolwide program plan (N=496)	
Not involved	73
Involved	90
Number of migrant students (N=475)	
1-10	68
11-30	84
31-70	81
More than 70	95
Metropolitan status (N=497)	
Rural	91
Small town	84
Urban	76

Source: Item B12, Survey of Schools, Participation of Migrant Students in Schoolwide Programs
* "Available" includes schools that combined MEP funds as well as schools with migrant funds that did not combine them in their schoolwide programs
** All comparisons by characteristic are significant, Chi-Square, p<.001

studies used only Title I, Part A funds along with their state and local funds in their schoolwide programs. (How schoolwide programs used state or local funds was not included in this study.) Six case study schools combined federal education program funds other than Title I, Part A or MEP to support their schoolwide programs, including Safe and Drug Free Schools, Even Start, Eisenhower professional development, bilingual education (ESEA Title VII), and innovative program strategies (ESEA Title VI). Two schools that combined MEP funds were also in this group that combined other federal funds.

The survey did not ask why the schools did or did not combine MEP funds in their schoolwide programs. School and MEP staff interviewed during the case studies cited four reasons for not combining MEP funds:

1. According to the case studies, MEP funds were generally expended at the district level on instructional or support services targeted only to migrant students, so those funds were simply not available to the schools. Direct assistance by the migrant program to migrant students remained the norm for MEP funds because (1) migrant program staff were employed by the district, not the school, (2) they served migrant students in several schools, some of which did not have schoolwide programs, and (3) they served migrant children and youth who were not enrolled in the K-12 school system.

2. The case study interviews suggested that MEP had other costs (e.g., identification and recruitment, records management, or parent training) that effectively limited how much money could be provided to schools. Because the budget for migrant education nationally had remained at about the same dollar level for several years, the amount of goods and services those funds can buy, especially staff, had declined with each increase in basic costs of those items. The state, regional, and district MEP offices had tightened their belts several times, and correspondingly little money was available for direct subgrants to schools. In the case study sites, the few thousand MEP dollars that could conceivably have been combined to support the schoolwide program were hardly noticeable compared to funding available from Title I, Part A. The survey results indicated, as an example, that over 20 percent of a school's budget typically came from Title I, Part A, and less than 2 percent came from migrant education.

3. Some migrant program staff expressed concerns during the case study interviews about maintaining accountability for MEP funds if those funds were combined in schoolwide programs. This concern was not only about passing financial audits, although that issue was important, but it was also about ensuring the unique needs of migrant children would continue to be met. These migrant staff members felt that meeting the needs of migrant students might get lost within the broader needs of nonmigrant students, who usually made up the large majority of the schools' student bodies, if the MEP funds were combined.

4. Some principals in the case study schools also expressed concern about moving too quickly in eliminating categorical services designed for children with particular needs. This school-level concern echoed the concern of migrant program staff noted above but was even broader, including LEP students, gifted or talented children, special education recipients, homeless children, and others. These concerns were also wrapped up with a concern for accountability for meeting the needs of migrant or other categorical children, as discussed further below.

Interviews with school and district administrators as part of the case studies suggested that many of them were very concerned about potential accounting audits of schoolwide programs. This appeared to have two direct results on decisions about combining federal education funds. The first decision was to use no federal education funds other than those from Title I, Part A in the schoolwide, on the assumption that if funds from other programs were not combined in the schoolwide, there would be no chance of an audit exception. The second decision involved keeping accounting for the federal funds separately identifiable for particular components (usually staff positions) rather than as simply a portion of overall funding. The practical effect of this accounting practice was that a school could point out on paper precisely which staff, equipment, or supplies that the schoolwide program (or any program) was buying and precisely where those funds came from.

CONSULTATIONS ON COMBINING MEP FUNDS

If schools wanted to combine migrant program funds with state, local, and other federal funds part of their schoolwide programs, they could not do so without first consulting with migrant parents or their representatives to help ensure the needs of migrant students were being addressed and documenting that services addressing those needs were being provided. According to the ESEA Compliance Supplement on Cross-Cutting Provisions Applicable to More than One ESEA Program:

> In combining funds, a schoolwide program school must also ensure that its schoolwide program addresses the needs of children who are members of the target population of any Federal program that is included in the schoolwide program. When combining funds or services received under Title I, Part C, Migrant Education program, a schoolwide program must: (1) in consultation with parents of migratory children or organizations representing those parents, address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in schools and (2) document that services addressing those needs have been provided.

Based on the survey, about one-third of the schools reported they combined MEP funds with Title I, Part A funds as part of their schoolwide programs. About one-half of the schools that combined MEP funds reported they had consulted with migrant program representatives, and about one-third of the schools that combined MEP funds indicated they had consulted with migrant parents. Overall, 69 percent of the schools that said they combined MEP funds in their schoolwide programs consulted with migrant parents, migrant program staff, or both (42 percent said they consulted with both). Some of the schools that combined MEP funds also noted they had consulted with Title I representatives (53 percent) or other parents (19 percent), but those consultations were not a requirement for using MEP funds or services as part of the schoolwide. The following case study example illustrates a situation where there was more involvement than typical, in that migrant program personnel had worked with the district and also reviewed the schoolwide program plans of individual schools:

> Most of California's migrant funds were directly administered by the regional MEP offices—they hired staff and provided services as agreed to by the districts. Cool Spring Elementary School's district spent most of the funds allocated to it on a summer program for migrant children, but some of the funds were distributed to the schools based on the number of migrant children who were enrolled. Cool Spring, with 19 migrant students, received $4,000 in migrant funds during the 1996-97 school year. School personnel combined those funds in combination with others to fund the home-school liaison position and an after school "homework club." The district staff stated carefully that the funds were combined in the schoolwide but not mixed; that is, they could trace what services were being purchased by each source of funds. The regional migrant office had taken a more active role in the schoolwide implementation process than was the case in some of the other regions. District personnel indicated they had received useful training from the regional MEP office, and the regional MEP representative had participated in several meetings and had reviewed the plans for each of the district's schools that was seeking to implement the schoolwide option.

Schools that had MEP funds available to them but did not combine them with funds from other sources as part of their schoolwide program also consulted with others about combining MEP funds, but it is unknown whether these consultations took place to obtain information, request permission to use funds, or for some other purpose. Slightly fewer than 40 percent of these schools consulted with MEP representatives, and about 35 percent consulted with Title I, Part A staff. Smaller proportions of these schools that did not combine MEP funds consulted with migrant parents (20 percent) or other parents (9 percent).

According to the survey, migrant parents and MEP representatives were significantly more likely to be consulted about combining MEP funds if migrant parents or program staff had been involved in developing the schoolwide plan. (To be sure, the involvement in plan developing and consultation about combining funds may have occurred at the same time.) Migrant parents and migrant program staff were more likely to be consulted the greater the number of migrant students in the school. Further, schools in small towns were more likely to consult with MEP program representatives than schools in urban or rural areas, and schools in rural areas or small towns were more likely to report consulting with migrant parents about combining MEP funds (Table 6-3 on the following page).

COMBINING MEP FUNDS IN SCHOOLWIDE PROGRAMS AND THE NEEDS OF STUDENTS

One of the study issues was whether MEP funds were more likely to be combined with other funds to support the schoolwide program if the needs of migrant children or youth were seen as similar to, rather than different than, the needs of other students. The survey asked school respondents to check the three primary educational needs from a list as well as the three primary support needs from another list for all the students in their schools and for migrant students considered separately.

Some principals ranked the educational needs of migrant students and of all students very differently (see Chapter 4 for a full discussion of the needs of migrant students, and supporting data for this section are located in Appendix Tables C.6.7 and C.6.8). For migrant students, regardless of whether MEP funds were combined, the key educational needs were English proficiency and bilingual education. The only differences in the rankings of the three educational needs listed most frequently was that mathematics was seen as more important than drop-out prevention in schools that had no MEP funds. These schools tended to have relatively fewer migrant students.

Table 6-3. Characteristics of schools that consulted MEP representatives or migrant parents about combining migrant funds in their schoolwide programs

School Characteristics	Percent of Schools	
	Consulted with MEP Representatives	Consulted with Migrant Parents
MEP funds available (N=401)		
Not combined	39*	20*
Yes, combined	66*	47*
Migrant parent and/or staff involvement in developing schoolwide program plan (N=397)		
Not involved	43*	12*
Involved	54*	42*
Number of migrant students (N=380)		
1-10	45	25*
11-30	51	26*
31-70	51	34*
More than 70	54	36*
Metropolitan status (N=397)		
Rural	49*	36*
Small town	61*	37*
Urban	48*	25*

Source: Item 12a, Survey of Schools, Participation of Migrant Students in Schoolwide Programs
* Significant Chi-Square, $p<.001$

In terms of the needs for all students (an inclusive group that includes migrant students), reading, mathematics, other language arts, and English proficiency were ranked as being of primary importance most frequently across schools, regardless of whether they combined MEP funds. There did not appear to be any particular difference in the ratings of all students' or migrant students' educational needs in terms of whether migrant funds were combined in the schoolwide or even available at all to the school beyond the small difference noted above in the relative rankings of mathematics and drop-out prevention as needs for migrant students in schools with no MEP funds.

A similar analysis was carried out for the support service needs of all students and of migrant students. That analysis found there were no substantial differences in whether or not MEP funds were combined and the comparisons of the ratings of the support needs of migrants and all students.

AVAILABILITY OF MEP FUNDS AND SERVICES TO MIGRANT STUDENTS

Based on the survey, the schools that had migrant funds available to them, whether or not those funds were also combined with other funds to support their schoolwide programs, were more likely than schools with no MEP funds available to them to report they had introduced or strengthened activities to promote integration of migrant students into their regular instructional program. At the same time, schools with migrant funds available were less likely than schools with no MEP funds to report they had strengthened or introduced bilingual education activities. For bilingual education activities, the percentage of schools that had MEP funds available and combined those funds with other funds from other sources to support their schoolwide were similar to the percentage of schools that did not combine their available MEP funds (Table 6-4).

Table 6-4. Availability of MEP funds, by selected programs or activities introduced or strengthened as a result of implementing a schoolwide program

	Percent of Schools (N=501)		
Programs or Activities*	MEP Funds Combined	MEP Funds Not Combined	No MEP Funds
Bilingual education	33	38	49
Integration of migrant students into regular program	44	42	30

Source: Item D8, Survey of Schools, Participation of Migrant children in Schoolwide Programs
* All relationships are significant, Chi-Square, p<.001

The availability of migrant funds in the survey schools was related significantly to whether migrant services were reported by the school as being coordinated with other agencies. About three-fifths of the schools that had MEP funds available reported that they coordinated services for migrants with other agencies, compared to about one-half of the schools without MEP funds.

Schools with MEP funds available to them also were more likely to report in the survey that they offered extended-day or -year programs only for migrants in comparison to the schools with no available MEP funds. At the same time, it should be noted that only a relatively small number of schools offered such services only for migrant students. Specifically, about 14 percent of schools with MEP funds offered extended-day or -year programs only to their migrants, and 6 percent of the schools without migrant funds did so. The following case study example illustrates a situation in which the school provided after-school programs for migrant students and for all students:

> Because Southern Elementary had a high percentage of migrant students, the staff tended not to differentiate between services for migrant and nonmigrant students within the school. However there were some programs exclusively for migrant students. For example, the extended-day program was operated three days a week for migrant students and two days for all students. There was no difference between the program for migrants and for all students, but the school believed migrant students needed some services just for them; further, the two days open to all students apparently were attended mostly by migrant students. The principal stated that, even though she had combined the MEP funds, the services tended to go to the migrant students anyway.

Several of the case study schools where MEP funds were combined with other funds in the schoolwide program modified their instructional services to migrant students in ways that may have been educationally significant, although none of these schools had data available on student performance that could be used to assess actual effectiveness. Several of the changes in services involved using teachers rather than aides to deliver services and making those services available to any student rather than only the migrants. For example, prior to combining MEP funds, one case study school had an after-school program for migrant students that consisted of a homework monitor who worked as an non-instructional aide during the school day. Combining MEP funds with other schoolwide program resources made it possible to transform the homework session into an after-school enrichment and instructional support program staffed by teachers and available to all students.

Whether migrant funds were reported by survey schools as being available within a school was related to which migrant students received priority for instructional and support services. Schools that reported MEP funds were available were more likely to report that they gave priority for instructional and support services to their migrant students who enrolled after the start of the year or failed to meet the state's content and performance standards (Table 6-5).

Table 6-5. Availability of MEP funds, by priorities for instructional or support services

	Percent of Schools					
	Instructional Services (N=581)			Support Services (N=579)		
Priority given to...*	MEP Funds Combined	MEP Funds Not Combined	No MEP Funds	MEP Funds Combined	MEP Funds Not Combined	No MEP Funds
Migrant students who enroll after the start of the year	45	48	31	51	52	35
Migrant students failing to meet this state's standards	81	79	63	76	67	52

Source: Item E6, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* All relationships are significant, Chi-Square, p<.001

Finally, schools that did not have migrant funds available to them were more likely to report giving priority for instructional and support services to migrant students who failed to meet their home states' performance standards, at least when compared to schools that had funds available and combined them as part of their schoolwide programs.

APPENDICES

APPENDIX A: STUDY DESIGN

APPENDIX B: CASE STUDY REPORTS

APPENDIX C: SUPPLEMENTARY TABLES

APPENDIX D: SURVEY RESPONSES

APPENDIX A

STUDY DESIGN

APPENDIX A: STUDY DESIGN

This appendix describes how the study was carried out. It includes a discussion of the rationale and implementation of the sample design. Other sections focus on the data collection instruments and on processing and analysis steps.

SAMPLE DESIGN

Implementing this study called for a two-stage sample. The first stage was a sample of 10 states selected with probability proportional to the count of migrant children and youth who were served by the MEP in the state during the 1993-94 school year (the most recent year for which complete data were available at the time the sample was drawn). The second stage was a sample of schools in those 10 states that (1) had implemented schoolwide programs and (2) had migrant children or youth residing for at least part of the year in their service areas. The sample of schools drawn for the survey is generalizable to the universe of schools that had implemented schoolwide programs during the 1996-97 school year or earlier and had migrant children or youth residing in their attendance areas. The sample is neither generalizable to all schoolwide program schools nor to all schools with migrant students. As noted later in this appendix, the universe of schools that had implemented a schoolwide program and had migrants was an estimated 2,768 during the 1996-97 school year.

There were two reasons for utilizing a sample of states as the first stage. The first reason was programmatic. MEP is a state-administered program, and traditionally programs have differed from state to state. Because of agricultural patterns in this country, some states have had active school year programs and others have been more active in the summer. Some states have migrants living in them almost full time, and other states have migrants in residence primarily during harvests. In addition, schools in some states have been encouraged to implement schoolwide programs by their state Title I offices while other states have accepted schoolwides without actively pressing their use. The second reason was practical. Developing a national sample frame of schools meeting the selection criteria (i.e., a schoolwide *and* migrant children) would have posed a substantial cost because the relevant data are not maintained on schools at the national level or even by most states. The frame had to be developed working with each state, practically on a school-by-school basis.

States were selected based on the 1993-94 regular-term-served numbers from the State Performance Reports, with the states sorted by descending numbers of migrant students reported to be resident in the state at some point during the 1994 calendar year. California and Texas were sampled with certainty because of their size. The ten sampled states selected using this approach accounted for 66.8 percent of the resident migrant children and 69.1 percent of the regular-term number of migrant children served by the MEP, according to the State Performance Reports. The sampled states, the number of resident migrant children and youth during 1994, the number of migrant children and youth served in those states during the regular term of 1993-94, and their probabilities for selection are presented in Table A-1.

The school sample was the second stage. To reach that stage required developing a sampling frame of all the schools in the ten sampled states that met both of the two eligibility criteria (i.e., being schoolwide and having migrants). This was a significant practical problem. No national registries existed when this sample was being drawn that listed either schools with schoolwide programs or schools that had migrant children residing in their attendance areas, much less those schools that had both characteristics. Further, most of the states were not able to provide that information from readily available sources. To obtain that information, it was first necessary to get a list of schoolwide program schools from each of the 10 states, generally from the Title I office, and this required several hours or even several weeks of work by staff in some of the states. Then that list was provided to the migrant education office at the state level with a request to indicate which schools had migrant students residing in their attendance areas. The list of schoolwide program schools included more than 6,400 schools at the time the lists were sent to the state migrant offices. Rarely were those data maintained centrally in an electronic format, so many of the staff within the migrant offices also devoted hours or days to this effort, often requiring regional or district offices to make the final determinations.[1] Those state migrant offices or the regional or district offices they designated narrowed the list of about 6,440 schools with schoolwide programs to about 2,500 schools with schoolwide programs and with migrants residing in the attendance area.

Table A-1. State sample selection

State	Number of Resident Migrant Children and Youth During 1994	Number of Migrant Children and Youth Served by MEP During 1993-94	Selection Probability
California	197,806	166,949	1.000
Texas	121,054	128,766	1.000
Florida	54,595	39,668	0.752
Oregon	23,958	27,230	0.703
Arizona	18,658	14,371	0.577
Kentucky	17,262	16,476	0.648
Idaho	11,632	7,236	0.254
New York	9,065	9,518	0.307
Alabama	6,822	5,375	0.172
Connecticut	3,882	4,125	0.122
Totals	464,734	421,707	NA

The original design called for a sample of about 800 schools. During the process of working with state officials in developing the sampling frame, however, it became clear that some of the information provided by many of the states involved rough estimates of individual school eligibility. As a result, the original sample size was expanded to 1,012 to ensure sufficient cases would be available for analysis if some of the sample schools were found to be ineligible for the study.

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[1] Texas was the only state among the 10 that maintained information about both eligibility criteria on all the public schools in the state electronically.

The final survey sample of schools was drawn based on state, grade levels served by the schools, metropolitan status of the school, and size of enrollment. These characteristics were obtained by matching the schools identified by the states to the Common Core of Data maintained by NCES. The number of schools selected from a state was roughly proportional to the number of schools in the state meeting the eligibility criteria, with an adjustment for expected actual eligibility rates that increased the sample size in most states by about 5.3 percent (based on an expected eligibility rate of 95 percent) except for California and Florida. In both of those states, eligibility information was thought to be fairly accurate for some of the schools and generally inaccurate for others.

In Florida, the most recent data about migrant residency that could be linked to schools was about three years old. As a result, the list of schools in Florida was divided into two groups, one where students had been resident three years prior and one group where they had not been resident. The first group was sampled at a rate that assumed an 80 percent eligibility rate, and the second group's eligibility rate was assumed to be 20 percent.

In California, the list of schoolwides had to be prepared through document-by-document review of paper application files, and then regional migrant offices had to review the list of schools to judge whether any in their regions had migrants. The amount of staff time required in the state to make these determinations, particularly in the regional offices, was much longer than planned, which posed a substantial risk to the study's overall schedule. Thus, it was decided to include all the state's schoolwides in the sample frame, with different selection probabilities for those schools where the regional offices had made a rough determination and those where no information about migrant residence was available. The first group was assumed to have an actual eligibility rate of 80 percent, with a 20 percent assumed eligibility for the others.

Schools within a state were sampled to ensure that sufficient numbers of middle and high schools as well as elementary schools would be included in the final analysis files, thus secondary schools were assigned higher selection probabilities. The schools within the states were then sorted by enrollment size within grade level categories to ensure selection throughout the distribution of enrollment. The final sample of schools for the survey is presented in Table A-2.

Table A-2. Distribution of sampled schools by grade levels served and state

State	Number of Survey Sample Schools by Grade Levels Served				Total Number of Schools
	Elementary	Middle	High	Combined	
California	175	63	24	0	262
Texas	146	77	50	4	277
Florida	164	27	10	0	201
Oregon	24	5	2	1	32
Arizona	22	8	2	0	32
Kentucky	61	24	8	0	93
Idaho	21	4	0	1	26
New York	17	5	3	0	25
Alabama	19	3	10	0	32
Connecticut	26	6	0	0	32
Totals	675	222	109	6	1,012

Subsamples

In addition to the survey sample, two subsamples of schools were selected from the survey sample for more detailed data collection. The case study sample involved 25 schools, and the document study sample involve 171 schools, 146 of them separately selected from the overall sample and 25 overlapping the case study sample.

The document study sample of 171 was selected using random principles from the survey sample. Schools were sampled from the set of 1,012 to ensure at least 30 middle and 30 high schools were included, and the number of schools drawn from each state was proportional to the number of survey sample schools in the state. The schools were sorted by enrollment within state prior to sampling to ensure coverage of most of the range of sizes.

The subset of 25 schools for the case studies was selected from among the sample of 171 schools selected for the document study. To provide information on schools with various types of migrant student populations, schools were purposefully selected that varied in terms of state, grade levels served, metropolitan status, and enrollment size. Several pairs of schools were selected purposefully in the same districts. The number of schools selected per state was roughly proportional to the number of schools in the survey, with a range from two schools in the states with the smallest number of schools in the survey sample to four in the state with the largest number. Schools from 9 of the 10 survey sample states were included in the case studies.

Table A-3 summarizes the characteristics of the sample frame and describes the distribution of the survey, document substudy, and case study samples across states.

Table A-3. Summary of sample design for survey, document substudy, and case study

State	Estimated Number of Schoolwide Program Schools[a]	Estimated Number of Schoolwide Schools with Migrants[b]	Number of Schools for Survey Sample	Number of Schools for Document Substudy	Number of Schools for Case Study Sample
California	1,303	600	262	44	4
Texas	2,633	875	277	46	4
Florida	820	400	201	33	4
Oregon	113	66	32	5	3
Arizona	360	113	32	6	2
Kentucky	560	323	93	16	2
Idaho	40	26	26	5	2
New York	310	25	25	4	2
Alabama	254	39	32	5	2
Connecticut	51	41	32	7	0
Totals	6,444	2,508	1,012	171	25

[a] Estimates provided by SEA Title I staff in fall 1996.
[b] Estimates provided by MEP staff at SEA, region, or district levels in spring 1997.

Implementation of the Sample Design

The state sample was drawn in fall 1996, and development of the school sample frame began at that time. Although several states were able to provide us information about their schools in substantial detail, others admitted their data systems were inadequate for the task. Several of those states had to review document files by hand, and others had to refer the task to regional or even district offices. A complete sample frame was not available until March 1997. At that point, the samples of schools for the survey, document study, and the case study were selected using the procedures described above.

The first step in data collection following receipt of clearance from OMB in April 1997, was to telephone each of the 1,012 sampled schools to verify its eligibility for the study (i.e., that they had implemented a schoolwide program and had migrant students) and update their locator information. Beginning at that point and throughout data collection, more than 31 percent of the schools reported themselves to be ineligible. For the most part, the eligibility rates by state reflected the expectations that arose during sample frame construction based on the ability of the state to put together a valid list of schools. By state, the eligibility rate ranged from 24 percent to over 92 percent. Based on information about all the schools gathered during the data collection steps tied to the survey, the overall eligibility rate was 68.8 percent. That is, of the original 1,012 schools, 696 actually were schoolwides that had migrant students residing in their attendance areas. For schools in California or Florida, the eligibility rate was a much lower 54.6 percent; across the other 8 states, the rate was about 80.7 percent. Unexpectedly low eligibility rates were found in New York, where state-level data had not been available, and information from the regional offices apparently was inaccurate. Table A-4 highlights eligibility rates by state.

Most of the ineligible schools (i.e., 285 of the 316 ineligibles) reported they were ineligible because our school contacts knew of no migrants in the area. Since our case studies found a few cases where principals or other school-level informants did not know about the migrant students who were actually enrolled in their schools, it is likely that the real ineligibility rate is probably not as high as reported here. The second most common reason was that the school had not implemented a schoolwide program (26 schools). The other 5 ineligible schools were no longer in operation.

Table A-4. School survey eligibility rates by state

State	Number Schools in Sample	Number Eligible Schools	Eligibility Rate
California	262	159	60.7%
Texas	277	249	89.9
Florida	201	94	46.8
Oregon	32	25	78.1
Arizona	32	27	84.4
Kentucky	93	68	73.1
Idaho	26	24	92.3
New York	25	6	24.0
Alabama	32	26	81.3
Connecticut	32	18	56.3
Totals	1,012	696	68.8

Because the grade levels served by schools were expected to play a significant role in data analysis, we also tracked eligibility by school level. The data presented in Table A-5 suggest that elementary schools were less likely to be considered eligible (65.5 percent) than either middle (74.3 percent) or high schools (76.1 percent).

Similar eligibility patterns were found for the subsamples drawn for the document and case studies. The eligibility rate for the document substudy schools was 71.3 percent and, for the case study schools, 72.0 percent, as noted in Table A-6. Those eligibility rates are effectively the same as the overall eligibility rate of 68.9 percent.

Table A-5. School Survey eligibility by grade levels served and state

	Number and Percentage of Eligible Schools by Grade Levels								Totals	
	Elementary		Middle/Junior		High		Combined			
State	No.	%	No.	%	No.	%	No.	%	No.	%
California	99	*56.6*	45	*71.4*	15	*62.5*	0	*NA*	159	*60.7*
Texas	128	*87.7*	71	*92.2*	46	*92.0*	4	*100.0*	249	*89.9.3*
Florida	74	*45.1*	16	*59.3*	4	*40.0*	0	*NA*	94	*46.8*
Oregon	18	*75.0*	4	*80.0*	2	*100.0*	1	*100.0*	25	*78.1*
Arizona	19	*86.4*	7	*87.5*	1	*50.0*	0	*NA*	27	*84.4*
Kentucky	49	*80.3*	13	*54.2*	6	*75.0*	0	*NA*	68	*73.1*
Idaho	20	*95.2*	3	*75.0*	0	*NA*	1	*100.0*	24	*92.3*
New York	6	*35.3*	0	*0.0*	0	*0.0*	0	*NA*	6	*24.0*
Alabama	16	*84.2*	1	*33.3*	9	*90.0*	0	*NA*	26	*81.3*
Connecticut	13	*50.0*	5	*83.3*	0	*NA*	0	*NA*	18	*56.3*
Totals	442	*65.5*	165	*74.3*	83	*76.1*	6	*100.0*	696	*68.8*

Table A-6. Document study and case study eligibility by state

	Document Study Schools			Case Study Schools		
State	Number Schools in Sample	Number Eligible Schools	Eligibility Rate	Number Schools in Sample	Number Eligible Schools	Eligibility Rate
California	44	26	59.1	4	3	75.0
Texas	46	44	95.7	4	4	100.0
Florida	33	16	48.5	4	3	75.0
Oregon	5	3	60.0	3	2	67.0
Arizona	6	5	83.3	2	1	50.0
Kentucky	16	14	87.5	2	2	100.0
Idaho	5	5	100.0	2	2	100.0
New York	4	1	25.0	2	0	0.0
Alabama	5	3	60.0	2	1	50.0
Connecticut	7	5	71.4	0	0	NA
Totals	171	122	71.3	25	18	72.0

For the survey and documentation samples, it was not possible to make other selections to replace those that were ineligible, although adjustments were made in the weights to account for the ineligibility rates as well as general response rates, as described below. Ineligible case study schools, however, were replaced with schools with similar characteristics from the documentation substudy sample on a state by state basis. In New York, however, only one school on the documentation substudy list was found to be eligible, so Connecticut schools replaced New York schools.

Response Rates

Survey response rates varied far less by state than the eligibility rates. Since an overall response rate of 85.8 percent was obtained (calculated on the number of eligible schools), there was little room for any state to deviate markedly. The survey response rate varied from 74.8 percent (California) to 100 percent (Idaho). Table A-7 summarizes survey response rates by state.

Table A-7. Survey response rates by state

State	Number Eligible Schools	Number Responding Schools	Response Rate
California	159	119	74.8%
Texas	249	217	87.1
Florida	94	86	91.5
Oregon	25	22	88.0
Arizona	27	25	92.6
Kentucky	68	58	85.3
Idaho	24	24	100.0
New York	6	5	83.3
Alabama	26	25	96.2
Connecticut	18	16	88.9
Totals	696	597	85.8

Response rates did not differ based on the grade levels served by the schools. Table A-8 points out that response rates ranged from 85.3 percent in elementary schools to 88.0 percent in high schools.

Table A-8. Survey response rates by grade levels served and state

	Number and Percentage of Responding Schools by Grade Levels								Totals	
	Elementary		Middle/Junior		High		Combined			
State	No.	%	No.	%	No.	%	No.	%	No.	%
California	72	*72.7*	35	*77.8*	12	*80.0*	0	*NA*	119	*74.8*
Texas	112	*87.5*	61	*85.9*	40	*87.0*	4	*100.0*	217	*87.1*
Florida	67	*90.5*	15	*93.8*	4	*100.0*	0	*NA*	86	*91.5*
Oregon	15	*83.3*	4	*100.0*	2	*100.0*	1	*100.0*	22	*88.0*
Arizona	17	*89.5*	7	*100.0*	1	*100.0*	0	*NA*	25	*92.6*
Kentucky	43	*87.8*	10	*76.9*	5	*83.3*	0	*NA*	58	*85.3*
Idaho	20	*100.0*	3	*100.0*	0	*NA*	1	*100.0*	24	*100.0*
New York	5	*83.3*	0	*NA*	0	*NA*	0	*NA*	5	*83.3*
Alabama	15	*93.8*	1	*100.0*	9	*100.0*	0	*NA*	25	*96.2*
Connecticut	11	*84.6*	5	*100.0*	0	*NA*	0	*NA*	16	*88.9*
Totals	377	*85.3*	141	*85.5*	73	*88.0*	6	*100.0*	597	*85.8*

The survey response rate for schools in the document study sample was 84.4 percent, but the rate at which those schools actually submitted any of the requested documents was a much lower 43.4 percent. The followup efforts were not sufficient to convince most of the schools to submit the materials; further, most of the schools that did send documents sent only a few of the different types that were requested. The response rate for the document substudy is summarized in Table A-9, with particular emphasis on whether the school submitted a copy of its schoolwide program plan. The percentage that provided documents is too small to treat the results as if they were from a random sample. As a result, the documents were treated analytically as an expansion of the case studies and were incorporated into the final report analyses qualitatively.

Table A-9. Document substudy response rates by state

State	Document Study Schools				
	Number Schools in Sample	Number Eligible Schools	Number Responding to Survey	Any Documents Provided	Schoolwide Plans Provided
California	44	26	19	8	6
Texas	46	44	36	14	6
Florida	33	16	14	8	8
Oregon	5	3	3	3	3
Arizona	6	5	5	4	3
Kentucky	16	14	13	7	6
Idaho	5	5	5	3	1
New York	4	1	1	1	0
Alabama	5	3	2	2	2
Connecticut	7	5	5	3	3
Totals (Percent of Eligible Schools)	171 (NA)	122 (NA)	103 (84.4%)	53 (43.4%)	38 (31.1%)

Adjusting for Eligibility rates and Non-Response

The previous discussions noted that survey sample selection was based on state and school level, with enrollment brought in via sorting procedures. Those sample selection steps produced school weights (the product of state and school selection factors) that ranged from 1.00 to 13.24. Because several of the states provided relatively inaccurate or incomplete information about their schools that caused us to overestimate the number of eligible schools in the universe, the weights were decreased to account for the ineligible schools. Based on the state selection and school selection probabilities and the eligibility rate, there are an estimated 2,768 schoolwide program schools with migrant students in the country. This is the population of schools to which this survey sample can be generalized.

Non-response was a less significant problem, because the overall response rate of 85.8 percent is fairly high for a self-administered mail survey. To adjust for non-response, the eligible sample schools were divided among 52 cells based on state, grade levels served, and metropolitan status. By cell, the adjustment ranged from 1.000 (i.e., no adjustment) to 1.520, with a mean of 1.168, to generate the equivalent of the 696 eligible cases.

Final weights were a function of base weights (i.e., the inverse of the product of state and school selection probabilities), adjustments for eligibility, and non-response adjustments. The final weights ranged from 1.184 to 17.087, with a mean of 4.637 and a standard deviation of 3.011.

INSTRUMENT DEVELOPMENT

Two instruments were developed for the study, a self-administered questionnaire for the mail survey and a set of interview protocols for the case studies. Although both instruments covered the same general set of topics, the survey questionnaire attempted to gather a wide range of specific information about the schoolwide programs and migrant student involvement, while the case study protocols focused more on decision-making processes and reasons for the configurations of schoolwide programs.

At the start of the study, Westat developed a detailed set of research questions based on the general purpose of the study and overarching issues set forth by ED in its statement of work. The research questions also took into account the basic methodology (mail survey supplemented by case studies) set forth by the Department of Education. In addition, Westat staff undertook a review of the legislation and related policy documents as well as relevant literature related to schoolwide programs and migrant students.

In consultation with staff from the Office of Migrant Education, the major study issues and research questions were further refined. Westat then constructed a data matrix to assess the best sources for answering each of the study questions.

Westat staff then drafted the survey questionnaire, which went through a detailed and thorough process of review and refinement in close consultation with OME and PES. The questionnaire was also reviewed by the Title I Office. Following their reviews, revisions were made. Following a further review of literature related to schoolwide programs, a list of general topics was developed for the case study component. Draft interview protocols were developed after the list of topics was refined in consultation with OME and PES. The protocols were revised based on review and comments by OME and PES. Following OMB review, minor final revisions were made.

DATA PROCESSING AND ANALYSIS

Surveys were received over an eight-month period, from the last week in April to the last week in December 1998. This extended period was much longer than planned to allow survey followup procedures to generate at least an 85 percent response rate. The long period provided ample time for data checking and processing. Each survey was reviewed for study eligibility and completeness. When major topics were left blank, or other questions about responses arose, the school contact was telephoned.

Coding was completed by trained and experienced survey processors. Following a software entry template, which included range and other entry checks, the surveys were double-entered and then machine edited. Project staff reviewed unweighted (and weighted) frequencies for all items to ensure that data were within ranges.

The nature of the study questions called for descriptive analyses, primarily frequencies and other univariate measures and crosstabulations. Because large numbers of comparisons were being made in the study, chi-square statistical tests were used to determine a general design effect. In setting that design effect, we established a requirement of at least a .01 level of significance before statements of "more than" or "less than" could be used. Cell entries were then compared to see if the differences exceeded the design effect. Further, to be considered "significant," comparisons had to pass two other tests. First, they had to reflect a trend if they were part of an ordinal set of categories. For example, if an analysis was being conducted by the grade levels served by the school, a significantly large difference between an estimate for middle schools, on one hand, and elementary schools or high schools, on the other, would generally have to fall between the cell estimates for the elementary and high schools. Second, unless the estimate made sense within the context of the other data from the study, i.e., the finding could be explained, a statistically significant finding would not be reported.

APPENDIX B

CASE STUDY REPORTS

Cotton Elementary School (Alabama)

Context

Cotton Elementary is in a small town that is the county seat of a rural county. According to the 1990 Census, approximately 10 percent of the county's population resides in the town. About one-half of the county's residents over age 25 have at least a high school diploma and nearly one in five live below the poverty level.

In 1996-97, the county school district served over 6,000 students in 13 schools. Forty percent of the students are eligible for free or reduced price lunch. Ninety-two percent of the students are white, and blacks are the largest minority group. There also is a Native American reservation in the area.

Cotton Elementary enrolls 540 students in grades kindergarten through three. Over one-half of the students qualify for free or reduced price lunch. None of the students have been classified as limited English proficient.

The principal recently won the election for district superintendent of schools. She will assume this role at the beginning of the 1997-98 school year, and a new principal will be assigned to Cotton.

Although the county is rural, the economy is not heavily dependent on agriculture. There is some poultry and livestock production in the county, and cotton, hay, and corn are grown for market.

Schoolwide Program

Cotton's schoolwide program was developed during the 1995-96 school year and implemented in 1996-97. The district's Title I coordinator read about the option in the Title I regulations and learned more about it at national Title I conference. Little technical assistance was provided to the district by the state department of education.

The Title I coordinator contacted the principals of two low-income schools to share information about the schoolwide model a few years ago. After implementing the schoolwide program in these schools, the program has now been expanded to 8 of the 10 eligible schools.

The district's Title I office prepared an outline of a sample Title I schoolwide plan for schools to follow. According to the principal, the Title I office worked very closely with the school's planning committee in developing the plan.

Once the principal decided to implement the schoolwide program, the school formed a committee of administrators, teachers at all levels, and parents. In order to determine service needs, the committee examined test scores and surveyed all teachers and parents.

The goal of the schoolwide program as stated in the schoolwide plan is somewhat ambiguous. It reads "[t]he minimum project goal for the first year of the school plan will be meeting standards set by the state," which are not spelled out. Strategies implemented to reach this goal included:

- Extended day program. Students may participate in a one hour tutorial session on Monday and Wednesday or Tuesday and Thursday. A teacher and teacher aide work with about 50 students per week.

- Enhanced computer assisted instruction and technology in instruction. The school used a significant portion of its Title I funds to purchase computer equipment and software and to hire a computer lab supervisor. In fact, the computer lab supervisor was actively involved in developing the schoolwide program and its day-to-day operation. All students receive time in the Josten's Lab, as it's called, and in the former "Title I lab." First graders also attend the Writing-To-Read lab. All students in a class go to the lab together so they do not miss in-class instruction.

- Increased parent involvement activities. Parents are asked to volunteer in the computer labs during the day and extended hours. Parent Night is held for parents who want information on parenting skills and how to help their children learn.

- Individual and small group tutoring. The former Title I teacher now works with individual students who need help in read or math either in small groups or one-on-one. Some of these children are pulled out of their regular classes.

- Summer program. The school offers a summer program 4 days a week for 3 hours a day taught by two certified teachers. Any child can enroll in the summer program.

The school uses test scores on the Stanford Achievement Test to monitor student progress. District Title I staff also monitor the scores and meet regularly with the principal to make sure that the school is not encountering any problems with the schoolwide program.

Services for Migrant Students

In Alabama, migrant education funds are generally allocated to school districts. Federal programs in the county are administered by two offices: (1) ESEA Title I, Title II, Title VI, and Even Start are coordinated by the county school district and are housed in the main administrative building, (2) Indian Education, Homeless Education, Migrant Education, and ESL services are coordinated by the

Indian/Migrant Outreach Program. The Migrant Education programs serves 13 school systems in the state's Northwest region.

The Indian/Migrant Outreach Program serves over 900 migrant students each year. About 220 of these students are located in Cotton Elementary School district. Most of the services provided to migrant students are support services including home visits and referrals to social services agencies. Reading and mathematics packets are developed by the regional migrant education program staff and taken to the students' homes. The program funds 17 instructional aides who also work as advocates and recruiters throughout the regional service area. Some students receive ESL services through a pull-out model.

The principal did not know who the migrant students were in the school and was surprised that the migrant program reported serving 23 migrants in the school. None of the teachers was aware of any migrant students in their classes. The principal and teachers were concerned that the migrant students may be receiving supplemental services from the migrant program that were not coordinated with the school's instructional program.

The principal noted that one of her priorities when she becomes superintendent will be to examine the coordination of all federal programs. She also indicated that services were better coordinated with the Indian Education Program because of the relatively large Native American population in the area. School personnel are very sensitive to Native American culture. Also, schools were involved in program planning early in the implementation of the Indian Education program.

The schoolwide plan does discuss the coordination of services:

> The school-wide inclusion program ensures cross-program integration and coordination of the Title I and Special Education Programs. There is also coordination of services among Title I, Indian Education, and Migrant Education which are inclusive of disabled and non-English speaking students."

This emphasis on Special Education services reflects the school's pride in the area of serving students with disabilities. It is the only school in the county with a resource room for severely disabled children. The school makes a tremendous effort to include students with disabilities in the regular classroom. School staff became involved with educating students with disabilities when one of their co-workers enrolled her severely mentally disabled student in the school. Several teachers and the principal took a personal interest in educating the child. From there, teachers attended state and national conferences on educating students with disabilities.

There has not been a great demand for ESL services at Cotton Elementary. Last year, one student enrolled who spoke only Spanish. The school hired an interpreter for the student. The interpreter went to class with the student to translate between the child and the teacher and helped him with homework. The interpreter quit at the end of the school year and the student moved to another school.

Achievement

Alabama has a statewide student assessment program that tests students using the Stanford Achievement Test (SAT). The test was customized to measure the Alabama Statewide Curriculum. Cotton's students perform below district and state averages in all grades and subjects.

The SAT results for students are sent to parents with the child's report card or handed to them during parent-teacher conferences. The reports compare the child's score with the state average. School-level results are published in the local paper. Data were not available that compared migrant students with other students.

Parental Involvement

Cotton has a very active Parent Teacher Organization (PTO). When the school needed a new computer lab, the PTO raised over $30,000. In addition to parent involvement, there is a lot of community support for the school. For example, local businesses donate money, goods, and services to school events.

The Advisory Committee for Title I that was involved in the schoolwide planning process is still active. The Committee meets several times a year to review the school's progress and adjust priorities.

Teachers reported that they are very satisfied with parent involvement in the classroom. Parents and grandparents come into the classrooms on regular basis to read to children. Parent-teacher conferences are very well attended. Teachers communicate regularly with families through notes, classroom newsletters, and phone calls.

Cotton has a school-parent compact. The compact outlines the roles and responsibilities of the principal, teachers, parents, and students and is signed by all parties.

The school reported no special parent involvement activities for migrant parents.

Clay Junior High School (Alabama)

Context

According to 1990 Census figures, the county where Clay Junior High is located in northeastern Alabama has a population of over 78,000. Less than two-thirds of its residents over the age of 25 are high school graduates. About 17 percent of the county's population lives below the poverty level which is about the same as the state average. The county school district serves about 6,500 students in 13 schools. Most of the students are white. Like most of the state's districts, the county school district has not been part of any major educational reform effort.

According to the school's principal, Clay has the poorest student population in the district. Unemployment is high and many of those who do work are employed in low-wage jobs. The school enrolls 364 students in kindergarten through grade 8. Over 98 percent of the students are white and less than 1 percent are limited English proficient. Seventy percent of the students qualify for free or reduced price lunches. The school serves a very large rural area, therefore, most students have long bus rides before and after school.

The principal described the greatest barrier to educating low-achieving students as low expectations from parents on how much their children can learn. In general, the principal reported there is not a lot of value placed on education by the community. In an effort to counter this problem, the principal indicated that the school has developed an aggressive parent involvement program.

The school's attendance area is heavily agricultural. Poultry production is the major agricultural activity. Poultry plants operate year-round and according to MEP staff, have become increasingly dependent on migratory labor. The migrant education staff also have noticed a slight increase in the number of workers migrating from Mexico and other Central American countries.

Schoolwide Program

The schoolwide program was developed during 1994-95 and implemented in 1995-96. The school's principal learned of the schoolwide option from the district's Title I office. District staff provided extensive technical assistance to the school during the planning process. The district prepared materials describing the components of the schoolwide plan and the recommended planning process. The principal reported that staff from the state Title I office also met with him to discuss the schoolwide program.

Once the principal decided to implement the schoolwide program, the school formed a committee of administrators, teachers, and parents. In order to determine service needs, the committee examined test scores and surveyed all teachers and parents.

The overall goal for the Title I schoolwide program is to improve basic skills, especially in reading. Parents in particular were very concerned about the lack of phonics instruction. As a result of the needs assessment, the committee decided to spend the Title I funds on technology, including investing in hardware and reading software. Other funds were spent on continuing the former Title I teacher slot and adding a teacher aide position. These staff provide in-class instruction. Because of the students' long commute time to and from school, the committee decided that it was not practical to offer supplemental instructional services through a before- or after-school program.

In the past, the Title I program used a traditional pull-out model. Now, all students in a class go to the computer lab together so they no longer miss in-class instruction.

All of the teachers interviewed were very happy with the schoolwide program. One migrant parent thought that the last school year was the most satisfying due to the changes that were implemented as a result of the schoolwide program.

The school uses test scores on the Stanford Achievement Test to monitor student progress. In addition, the district Title I staff monitor the scores and meets regularly with the principal to make sure that the school is not encountering any problems with the schoolwide program.

Services for Migrant Students

The county-based migrant education program serves 79 migrant students districtwide. Eleven migrant students are enrolled at Clay. The principal did not know who the migrant students were prior to the site visit; he obtained a list from the migrant office. Clay's principal reported that migrant students are not treated any differently from other students.

The district's migrant program concentrates its efforts in the three schools with the largest concentration of migrant students. Clay is not one of those schools. Two or three migrant staff work directly in these schools and provide pull-out instruction to eligible students 1 to 2 times a day. The program targets its services to migrant students in kindergarten through grade five.

One MEP staff member reported that the program does not serve older students since many work. There is also a feeling among program staff that by the time a student is in high school, it's too late to intervene.

The district's migrant recruiter is also its attendance officer. Most of the migrant students are identified through the basic enrollment form completed by the school. There is a section of the form that asks if the parent(s) perform agricultural work. The recruiter will follow-up with these families to determine if the children are eligible for migrant education services. Migrant students also are identified at the three schools with large numbers of migrants during the pre-enrollment period. According to district MEP staff, the number of students eligible for migrant services has decreased since the change in the program's eligibility requirements.

In addition to the pull-out instructional services offered through the MEP, migrant staff inform migrant families of other programs that are available in the school, such as the state's pre-kindergarten program and bilingual education. During the summer, migrant staff make home visits to hand out instructional packets. Occasionally, home visits are made in the regular term if a family needs assistance. Although the migrant program does not fund health services, advocates refer migrant students to the county health department or to school nurses.

Clay's migrant students do not receive pull-out instruction from the migrant program. The recruiter reported that Clay's migrant students receive "identification services" and a home visit.

Since few of the district's students are limited English proficient, schools do not offer much in terms of bilingual education or other special language services. Clay's principal indicated that none of the students need bilingual education. The migrant recruiter noted that although there isn't a great demand for bilingual education now, he expects it to increase as more families migrate from other countries.

Achievement

Alabama has a statewide student assessment program that tests students using the Stanford Achievement Test (SAT). The test was customized to measure the Alabama Statewide Curriculum. Clay's students perform below district and state averages in all grades and subjects. However, when looking at the expected scores for low performing schools, Clay scores above the averages.

The SAT results for students are sent to parents with the child's report card or handed to them during parent-teacher conferences. The reports compare the child's score with the state average. School-level results are published in the local paper.

Data were not available that compared migrant students with other students.

Parental Involvement

Clay has launched an aggressive parental involvement program, and the school's administrators and teachers report that parental involvement has improved over the past year. Parent-teacher conferences and open-houses are well attended. The Parent Advisory Council meets periodically to discuss school planning.

Clay has a school-parent compact. The compact outlines the roles and responsibilities of the principal, teachers, parents, and students and is signed by all parties.

The district Title I office sends monthly newsletters to Title I schools that include ideas for parental involvement. Some of the articles are designed to be copied and given to parents. Clay sends its own parent newsletter out a few times a year.

There are no special parental involvement activities for migrant parents. Just prior to the site visit, the principal found out that one of the parents who served on the Title I Schoolwide Planning Committee was a former migrant parent. However, she was not representing migrant families or interests on the committee.

Southwest School District (Arizona)

Context

Two schools within the Southwest School District were visited for this study. Southwest School District is one of the largest districts in Arizona, enrolling over 70,000 students in 48 elementary schools, 12 junior high schools, five high schools, and several alternative schools. Most of the district's students live in the main city, but the district also serves portions of other towns and unincorporated areas. Two Native American communities fall within the district's boundaries.

The district's enrollment has more than doubled since the 1979-80 school year. The percentage of Hispanic students has grown dramatically -- from 9 percent of all students in 1979-80 to 17 percent in 1996-97. During the same period, the proportion of white students declined from 86 to 74 percent. Almost 40 percent of the district's elementary students and 32 percent of junior high students qualify for free or reduced price meals. About seven percent of the district's students do not speak English as a primary language.

The district has been nationally recognized as providing a high quality education at a relatively low cost. For example, *Money* magazine rated the district as one of the top 100 school districts in the United States based on academic excellence and housing affordability (1/96). On standardized tests, students are at or above state and national averages in reading, math, and language. The students out perform students in the state and nation on the SAT and ACT. The dropout rate for grades 9-12 is below the state average.

Reform Efforts

The district has been at the forefront of several systemic reform movements. The district has implemented the Arizona Goals for Excellence and Goals 2000, both of which were designed to provide comprehensive and integrated educational programming with challenging and high academic standards for all students. The district also has adopted the National Science Foundation funded systemic initiative designed to enhance the math and science instructional skills of teachers (K-8) through site-based learning communities and cross-district support. The move toward Title I schoolwide programming throughout the district dovetails with other reform efforts taking place in the district.

The Title I Schoolwide Program

The district Title I Director learned of the schoolwide option from the State Department of Education nearly three years ago. The district Title I staff were attracted to the schoolwide concept for a couple of reasons. First, the schoolwide approach fit into the district's mission of providing all students with a challenging curriculum and the appropriate educational tools to reach high academic standards.

Second, the district was moving from a centralized focus to a site-based model. The schoolwide option seemed to be a natural fit with this shift. In fact, the schoolwide planning process gave schools a framework to make site-based decisions.

At first, the district and state worked extensively with two schools, transitioning them from traditional Title I to schoolwide programs. In addition, district staff attended several training sessions with SEA staff on how to provide technical assistance to schools and how to develop a consolidated plan.

According to the Title I director, 12 departments and 18 people worked on the LEA consolidated plan over a three month period. The Migrant Education Director was part of the planning process. The final plan was written by the Title I director. Perhaps because the SEA worked so closely with the district during the planning process, the plan was quickly approved by the SEA.

Of the district's 65 schools, 28 are eligible for Title I funding. Twenty-five of these schools are or will be schoolwides by the 1997-98 school year. District staff report that the transition to schoolwide programs has gone very smoothly.

The Migrant Education Program

While much of the district can be classified as urban, there is a small agricultural area within its boundaries. Migrant workers, often traveling with their children, seek work in the district's citrus and pecan groves (both picking and packing) and in the fields harvesting such crops as watermelons and potatoes. Other migrant workers are employed in the dairy and landscaping industries.

The migrant program is operated centrally at the district level. The migrant and bilingual programs operate within the same administrative unit and jointly fund the director and program staff. Since many migrant students are limited English proficient, the office has coordinated service delivery between the two programs.

The district provided services to 491 children of migrant workers in April 1997. Forty-six percent of these students also received English as a Second Language (ESL) or other language services and 36 percent received Title I services.

During the regular school year, the MEP provides only support services to migrant students. According to the Migrant director, the district received a special waiver from the state MEP office to discontinue instructional services to migrant students. Given its relatively low level of migrant funding, the migrant program decided to offer only services that were not available elsewhere in the district.

With the implementation of Arizona Goals for Excellence and Goals 2000, the district has been moving toward an integrated educational service model. According to the LEA's consolidated plan, "[s]tudents who are limited English proficient, migratory or formerly migratory, homeless, immigrant, disabled, or Native American are expected to meet the same challenging academic standards as all children enrolled in the district." Since the district was committed to providing a quality education to all students, including the most disadvantaged, the migrant program shifted its resources into social and supporting services.

The MEP conducted a comprehensive needs assessment of the migrant community to determine what types of services should be provided. Migrant parents indicated that their children were most in need of dental, emergency medical and educational counseling services.

Based on this ranking, the program contracted with health professionals to provide services to migrant students. Dentists provide one routine visit for each program eligible migrant student and follow-up visits, if necessary. Contracts were made with doctors and medical facilities to ensure that migrant students could receive emergency health care. Doctors and dentists also have donated their time to treat migrant students. In addition, migrant staff works closely with County Health Services to coordinate medical services for migrant families.

While dental and medical services are an important component of the migrant program, its strength lies in its advocacy role for migrant students and their families. The program employs three full-time migrant advocates/liaisons who each cover a particular geographic area. All of the advocates are bilingual in English and Spanish.

The advocates visit each of district's 105 migrant families every month. If a family is in need of medical or social services, the advocate will match the family with a service provider. In most cases, the advocate can find services that are free or low cost through a vast network of local community organizations. For example, if a child needs glasses the advocate will contact the local Lion's Club which provides free glasses to low income families. If the family does not have a car, the advocate will drive the family to the doctor.

Advocates try to work within an entire migrant community. Monthly community meetings are held in apartment buildings or trailer parks where large numbers of migrant families live. This is another way program staff continually evaluate the needs of the migrant community.

Services are available to migrants from birth through adulthood. Through a referral program, migrant preschoolers can participate in a home-based preschool program where the parent and child learn together. The Family Tree Project provides readiness preschool instruction for at risk three- and four- year olds, which their parents participate in Family Literacy Adult Education classes. Families participating in the Family Tree Project can also attend Parent University classes at no charge. Class flyers in English and Spanish are sent to migrant families.

Desert Elementary School

Desert Elementary enrolls 915 students in grades pre-kindergarten through six. Fifty-six percent of the students qualify for free or reduced price lunch. Over 40 percent of the students are non-Anglo and a quarter are LEP. Desert students are educationally disadvantaged, performing below the district average on the state mandated Iowa Test of Basic Skills and the district's criterion referenced test.

The student population is highly mobile, with an inward mobility rate of 31 percent and outward mobility rate of 20 percent during the 1995-96 school year. However, only six students qualify for services through the MEP.

All of Desert's classes are composed of mixed ability students. Students are ranked by test scores, then divided into quartiles. Each class contains roughly the same number of students from each quartile grouping. LEP first and second graders are part of the regular classroom setting, although they do receive supplemental instructional services. LEP students in the other grades are bused daily to another school for bilingual education services.

Schoolwide Program

Desert began the transition from a targeted assistance to a schoolwide program during the 1995-96 school year. The 1997-98 Title I budget for the school was $143,275. Since all migrant services are provided at the district level, Title I Migrant funds are not blended with other funds. There was some confusion at the school-level as to whether or not migrant funds were blended. The principal initially reported that the funds were blended. However, upon further discussion of the matter, he was not sure. The school's budget is not broken down by the various federal program funding sources.

The primary goal of the schoolwide program is to improve the basic skills of Desert's students. Title I funds are used to provide intensive in-class instruction in reading and mathematics in grades 1 through 3 and in grade six. Additionally, the Title I program funds one computer lab technician and one computer lab assistant to help students in grades 4 and 5.

Planning and Implementation

Desert's principal was approached by the district's Title I director about the school becoming a Title I schoolwide program site. The district provided the school with information on the benefits of schoolwide programming, guidelines for implementing a program, and assistance with writing the schoolwide plan. In addition, a principal from one of the district's first schoolwide programs closely worked with the school during the transition. The principal was not aware of any direct technical assistance from the state to the school, although he did attend a statewide Title I conference that provided information on the schoolwide option. Staff reported that they were very enthusiastic about adopting the schoolwide model. Both the principal and teachers noted that the schoolwide philosophy was a natural fit with the district's ongoing reform efforts.

Several teachers felt that many needy students were denied instructional services under the old Chapter 1 program because of an "arbitrary" eligibility cutoff that made little sense to the faculty given the large number of at-risk students enrolled at the school.

Teachers also liked the idea that children would no longer be labeled as a "Chapter 1 students" and singled out for services. Nearly all of the staff interviewed commented that the old Chapter 1 program unfairly stigmatized poor, low-achieving students.

In addition to providing more flexibility in instructional service delivery, the schoolwide program freed the principal and teachers from some of the administrative burden associated with the earlier program. Record keeping is easier and teachers do not have to constantly worry if they are serving the right students.

Once the staff bought into the schoolwide idea, a schoolwide planning committee was formed, which included the principal, teachers, parents, parent liaisons, instructional assistants, and the Title I Coordinator. Migrant parents were not represented. The committee met four times from December 1995 through April 1996, and the schoolwide planning team visited an established Title I schoolwide program in the district. In April 1996, the school also conducted an all day staff/parent planning meeting to launch the formal implementation of the schoolwide program.

According to committee members, the planning meetings were well attended. Teachers on the committee also served as faculty liaisons to keep the lines of communication open between the committee and faculty. In general, teachers felt that their input was taken seriously and incorporated into the final plan. In fact, teachers reported that the schoolwide planning process helped the school integrate staff into the general site based decision making process.

Needs Assessment

The school conducted an initial three-phase needs assessment. First, the planning committee examined test scores and other student data to pinpoint weaknesses in student achievement. Second, teachers were surveyed about how they would improve instruction and what professional development opportunities they needed. Finally, surveys were sent to all parents asking them about the school's strengths and weaknesses and what changes they would like to see made at the school. The assessment process highlighted the need for improved basic skills instruction in reading and mathematics. In addition to increasing in-class instructional time in the area of basic skills, the school also invested in technology to supplement in-class instruction.

The school implemented several instructional strategies that have been effective for improving student achievement across the curriculum. The Cooperative Integrated Reading Curriculum (CIRC) is used in second through sixth grades with 90 percent of the staff trained in this method of teaching reading. Students in first and second grade receive additional services through the SOAR program, which is based on the Reading Recovery program. The SOAR program was designed to complement CIRC. Both programs incorporate cooperative learning, small group instruction, and individual instruction.

The math counterpart to CIRC is Team Accelerated Instruction (TAI). TAI focuses on computational skills. In addition, the school had adopted Math Wings to support problem solving skills.

There was no separate needs assessment for migrant students, neither did the schoolwide plan address any specific services for migrant students and their families. In fact, the principal did not know who the migrant students were prior to our visit. Desert's philosophy of minimizing student labeling is in keeping with district reform efforts. Migrant students may receive additional services that are available to any at-risk student. For example, the principal and teachers suspected that most of the migrant students were receiving bilingual education services (see below).

Services for Migrant Students

Six of Desert's 915 students were identified as eligible for migrant education services. Migrant students receive the same services as other students based on their individual academic needs. The principal and teachers indicated that most of the migrant students probably were eligible for bilingual services.

Non- or limited-English proficient students in grades 3 to 6 are bused to another school every day for bilingual education services. Once students demonstrate adequate English proficiency, they are no longer bused and are part of Desert's regular classroom setting. Desert Elementary recently implemented a classroom-based bilingual education program in grades 1 and 2.

Achievement

The district's students are assessed through both district and state standardized testing programs. This year, the state switched from the Iowa Test of Basic Skills (ITBS) to the Stanford 9. Results from the Stanford 9 were not available at the time of the site visit.

Desert students tested using the ITBS in 1995-96 scored below the district average in all grades (4 through 6) and subjects (reading, math, and language arts). Desert Elementary students also performed below district averages on the district achievement test in reading and math.

The district provides the school with actual versus predicted scores on the ITBS. When risk variables are taken into account, students scored at expectancy level in reading and math, but below expectancy levels in language.

The Stanford 9 is supposed to be aligned with state standards, but several teachers felt that there was little relationship between the state's norm-referenced test and the curriculum they were teaching. However, all of the teachers interviewed thought the alignment between the curriculum and the district's criterion-referenced test was much better. The district's Title I coordinator indicated that the district curriculum was aligned with the state standards.

District test results are reported for all students, as well as by gender, race/ethnicity, language proficiency, length of attendance at school, and by program participation including gifted, special education, Title I, ESL, Indian education, and migrant education. In 1995-96, Migrant students tested well below the district averages and performed worse than students participating in all other programs.

State assessment results for schools are released through a "school report card." Schools are supposed to send copies of these report cards to all families. The report cards are also posted on the state department of education's Internet site. Individual student scores are shared with parents. The Title I director reported that state and district scores will be published by the Title I disaggregated categories in the near future.

Parental Involvement

Desert makes no distinction between migrant and non-migrant parents. The migrant parents interviewed for this study indicated that they were very happy with the education their children were receiving. These parents reported that there was a great deal of communication between teachers and parents and that they volunteered in the classroom. All correspondence from the school was prepared in Spanish and English. The principal noted that migrant parents receive what every parent receives -- weekly class reports, bi-monthly newsletters, opportunities for involvement in parent-teacher conferences, Family Math Night, etc.

In general, staff rated overall parental involvement at the school as average. One ESL teacher thought that parental involvement was higher for ESL students than other students.

Desert's migrant parents also reported that they received a lot of support from the migrant education program. For example, one parent said that the migrant advocate helped enroll her child in school and took the child to the doctor when he needed stitches.

Red Sands Elementary School

Red Sands Elementary enrolls nearly 1,000 students in kindergarten through grade six. Almost three-quarters of the students qualify for free or reduced price lunches. Over half of the students are non-Anglo and 17 percent are limited English proficient. Students are educationally disadvantaged, performing below the district average on the state mandated Iowa Test of Basic Skills and the district's criterion referenced test. According to the principal, the neighborhood surrounding Red Sands is rife with violence and drugs. Safety is a major concern.

The student population is highly mobile, with an inward mobility rate of 24 percent and outward mobility rate of 17 percent during the 1995-96 school year. However, only 10 students qualify for services through the Migrant Education Program.

Children with limited English proficiency are placed in a LEP classroom the first and second year at Red Sands. During this time they are taught by a bilingual teacher.

Schoolwide Program

Red Sands began the transition from a targeted assistance to a schoolwide program during the 1995-96 school year. Since all migrant services are provided at the district level, Title I Migrant funds are not blended with other funds. The principal was not sure whether or not migrant funds were blended.

The primary goal of the schoolwide program is to improve the basic reading and math skills of Red Sand's students. Title I funds are used to hire additional in-class instructional assistants, before and after school tutors, and a computer lab assistant.

Planning and Implementation

Red Sand's principal was approached by the district's Title I Director about the school becoming a Title I schoolwide program site. The district provided the school with information on the benefits of schoolwide programming, guidelines for implementing a project, and assistance with writing the schoolwide plan. In addition, a principal from one of the district's first schoolwide programs closely worked with Red Sands during the transition. The principal was not aware of any direct technical assistance from the state to the school, but suspected that the state did help in a "round about way".

Red Sands staff seemed enthusiastic about adopting the schoolwide model. The principal commented that the schoolwide program "just makes common sense" given the large number of high-risk students enrolled.

A Title I Planning and Advisory Committee that included the principal, teachers, parents, parent liaisons, instructional assistants, and the Title I Coordinator was formed to develop the schoolwide plan. Migrant parents were not represented. The committee met 10 times over a 14 month period. In addition, there were frequent staff meetings to review and discuss the schoolwide plan. According to committee and staff members, the planning meetings were well attended.

Teachers who were interviewed commented that the curriculum itself really did not change in the transition from the old Title I program. However, the additional instructional aides and an improved computer lab helped teachers provide more intensive services to low-performing students.

Needs Assessment

The school conducted an initial three-phase needs assessment. First, the planning committee examined test scores and other student data to pinpoint weaknesses in student achievement. Second, teachers were surveyed about how they would improve instruction and what professional development opportunities they needed. Finally, surveys were sent to all parents asking them about the school's strengths and weaknesses and what changes they would like to see made at the school.

The district has developed desired outcomes on student assessments for Title I schools. The school's goal is to meet or exceed the desired outcome goal and to match the average score reported for all Title I schools.

Instructional and supporting services were ranked as to preferences for implementation or expansion if additional funds should become available. Highest priority was the hiring of in-class instructional assistants. Other options that received strong support included one-on-one instruction from a certified teacher with at-risk students and a before and after school tutorial program, and additional resources in the computer lab. Teachers indicated that they would like professional development training on how to work with children with Attention Deficit Disorders and how to teach parents to help their children with reading and math lessons.

There was no separate needs assessment for migrant students, and the schoolwide plan did not address any specific services for migrant students and their families. In fact, the principal did not know who the migrant students were prior to our visit. Red Sand's philosophy of minimizing student labeling is in keeping with district reform efforts. Migrant students may receive additional services that are available to any at-risk student. For example, the principal and teachers suspected that most of the migrant students were receiving bilingual education services (see below).

Services for Migrant Students

Ten of Red Sand's 915 students were identified as eligible for migrant education services. Migrant students receive the same services as other students based on their individual academic needs. The principal and teachers indicated that most of the migrant students probably were eligible for bilingual services.

Achievement

The district's students are assessed through both district and state standardized testing programs. This year, the state switched from the Iowa Test of Basic Skills (ITBS) to the Stanford 9. Results from the Stanford 9 were not available at the time of the site visit.

Red Sands students tested using the ITBS in 1995-96 scored below the district average in all grades (4 through 6) and subjects (reading, math, and language arts). Red Sands students also performed below district averages on the district test in reading and math.

The Stanford 9 is supposed to be aligned with state standards, but several teachers felt that there was little relationship between the state's norm-referenced test and the curriculum they were teaching. However, the principal noted that it is too early to tell if the Stanford 9 is aligned with the curriculum.

District test results are reported for all students, as well as by gender, race/ethnicity, language proficiency, length of attendance at school, and by program participation including gifted, special education, Title I, ESL, Indian education, and migrant education. Migrant students tested well below the district averages and performed worse than students participating in all other programs.

State assessment results for schools are released through a "school report card." Schools are supposed to send copies of these report cards to all families. The report cards are also posted on the state department of education's Internet site. Individual student scores are shared with parents. The Title I director reported that state and district scores will be published by the Title I disaggregated categories in the near future.

Parent Involvement

Red Sands makes no distinction between migrant and non-migrant parents. Migrant parents interviewed for this study were satisfied with Red Sands. One parent noted that she receives frequent notes and flyers in Spanish from the teacher. Migrant parents reported that they also receive a lot of support from the MEP. One mother said that she contacts the migrant advocate as soon as she moves into the district (she has been migrating for several years).

A parent survey indicated that 87 percent of parents would give Red Sands a grade of "A" or "B". The principal said he was very fortunate to have parents who are helpful and involved with the school. He indicated that there is a core groups of parents that volunteer at school and large numbers come to school events and conferences. Both the principal and teachers were pleased with the amount of parent involvement at the school given the number of parents who work two or more jobs.

According to teachers and parents interviewed, the principal is very concerned about individual students and their families and works closely in the community. For example, when a convicted sex offender moved into the neighborhood, he held a meeting at the school when the police failed to notify the community. He also has a "family night" each year to discuss issues that are important to the school's families. Many of these meetings have been devoted to violence prevention.

Eagle Middle School (California)

Context

Eagle Middle School, a large modern school near the center of a large California city, does not seem likely on the surface to be a school with a significant proportion of migrant students; however, about 20 percent of the school's roughly 900 students are identified as migrant. The district is one of the largest in the state, with nearly 100 schools, including 17 middle schools, and almost 80,000 students.

Eagle Middle School serves students in grades 7 and 8. It operates on a standard school calendar and it offers before-school and after-school programs. The school first implemented the schoolwide option during 1991-92 following a year of planning. The school is implementing other initiatives in addition to the Title I schoolwide program option. In particular, it is a participant in Carnegie Corporation's Middle Grade School State Policy Initiative and the Urban Systems Mathematics Initiative.

Nearly all of Eagle's students are eligible for Title I and for free or reduced price lunches; in fact, about 70 percent were eligible for AFDC in 1996. Overall, 60 percent of the school's students are LEP, most of them with Spanish as a primary language, but there are also students with Hmong, Khmer, Lao, or Vietnamese as their primary language. Among migrant students, about 83 percent are LEP. The school's enrollment is 52 percent Hispanic, 37 percent Asian, 5 percent each African-American and white, and 2 percent other. Nearly all the migrant students are Mexican-American.

Gang activity is common in the school's neighborhood, although the school itself and the immediate area are clean of gang tags, and gang colors are forbidden by the school's dress code. There are two primarily Hispanic gangs; they differ in part based on their proficiency with English. Many migrant students are drawn to the primarily Spanish-speaking gang. A Boys and Girls Club has its own building adjoining the campus, and it serves as a safe island for community-related activities and after-school programs.

Schoolwide Program

The schoolwide program in Eagle began in the early 1990s, but this discussion concentrates on the current version of the program, which is the result of planning activities that took place during the 1995-96 school year. During that year, a major activity was reviewing assessment data for the previous three years, including student assessment results, parent survey findings, and the results of the SEA's program quality review (PQR) process. The review involved the program manager assigned to track and manage special program initiatives within the school, school administrators, instructional and other staff, parents, and district personnel. Assessment data available from the district provided comparisons by grade and for categorical groups of Eagle's students against district standards and the students in the school over the most recent three years, and all middle school students. The most significant needs identified through this process were for improvement in mathematics, reading comprehension, and writing.

Several related student needs were identified through the review process. These included expanding experiences through access to computers and technology and beyond the classroom (i.e., through field trips), continuing to work on English language development among LEP students -- especially in reading and writing, and increasing opportunities for learning through an extended school day. In support areas, identified needs included better access to health care and counseling services, increased two-way communications between the school and parents, and more coordination of staff resources to meet the needs of individual students. No special needs for migrant students are described in the plan.

The schoolwide plan for the three years beginning in 1996-97 addresses each of the needs with a strong emphasis on targeting resources to students with language arts, reading, and English language development needs. Less attention is paid to mathematics. The parent involvement component has also been expanded, staff development increased, and other activities planned to increase coordination within the school. Three groups, each composed of administrators, teachers, and parents, is charged with coordinating the funding for student support as part of the schoolwide plan. These include the School Site Council, the Bilingual Advisory Council, and the Title I Schoolwide Leadership Team.

The core instructional program involves a team of four academic teachers (language arts, social studies, math, and science) assigned to each group of 150 students. In addition to their work in these core areas, the students rotate every 9 weeks through electives. Besides the core program, the school offers three academic enrichment labs (reading; technology/learning with a language arts focus; and computer literacy/math) for students who need additional instruction. An extended day tutorial center is available to any student; it is staffed by certificated personnel and bilingual aides. LEP students (Spanish, Hmong, and Lao) have special assistants to help them with the core curriculum, and English language development classes are provided. On-site health assistance and counseling are provided. Special programs for migrant students are not addressed in the plan, nor are they provided by the school.

Eagle Middle School does not combine MEP funds into its schoolwide program. Those funds are controled by the regional MEP office and are allocated to the district and then suballocated to the school. The regional office and district have met to consider allowing MEP funds to be blended, but no decisions have been made.

Most of the federal funds used to support the schoolwide are from Title I. In addition, the school combines funds from the Safe and Drug Free Schools Act and Eisenhower professional development. State and local program funds are also explicitly included.

The district has placed significant emphasis on training school personnel in planning for and implementing schoolwide programs and school site plans. In particular, training has focused on the differences between targeted assistance and schoolwide schools (and how to make a decision about which is best for an individual school), who to involve in planning and what needs to be addressed, and what needs to be covered in the plan.

Services to Migrant Children

During the interviews at the school, Eagle's administrators indicated they felt that their migrant students' needs were very similar to those of other students in the school, particularly in terms of needs for English language development services. Reading and mathematics achievement were also mentioned. Support service needs included better outreach to their families and medical screening and treatment; these needs also were described as being similar to those of all students in the school.

The district's migrant funds support a 0.5 FTE resource teacher and a 0.5 classroom aide at the school, and how these staff are used is up to the school. The two provide services to migrant students who need additional help in language development or basic skills. Services are delivered through elective classes during two of the four 9-week grading periods making up the year. (During the other two 9-week periods, the resource teacher and aide assist at another school in the district.) Migrant students may self-select into the class, but more frequently it is recommended to them by their teaching team. The content is explicitly basic skills and English language development.

Migrant students also can participate in other electives and, as seen from their relative achievement test scores, they are less likely than the average of other students to need remediation or additional basic skills instruction except in English language development. They also can participate in before and after school tutorials, which are funded primarily by a safe streets, safe schools grant.

The district provides a summer school alternative for migrant students that is funded by migrant funds provided from the regional MEP office. Those students are first provided an opportunity to participate in the district's regular summer school, to avoid questions of supplanting, and then have the chance to select the migrant summer school. The district provides transportation to both programs. The school administrators did not have information readily available about what percentage of migrant students made which choice or even how many attended any summer school. Information also was not available on the number of non-migrant students from the school attending summer school. Since both summer schools are operated by the district and are housed on other campuses, this lack of knowledge is not surprising. The migrant summer school is four hours per day. For migrant students who either cannot or chose not to attend either summer school option, the regional migrant office provides "continuous learning packets." The primary purpose of the packets is to provide services for migrant students who follow the crops with their families.

The school provides the same supporting services to the migrant students as are available to all students in the school. These include school breakfast and lunch programs, dropout prevention and counseling, medical screening, and transportation assistance. Data on the relative proportion of migrants and non-migrants availing themselves of these supports were not available.

The regional migrant education office operates out of the county education office. Two area coordinators, one for elementary schools and the other for secondary schools, are assigned full-time to the district. The district is a "reimbursement district" in terms of the MEP. That is, the regional office negotiates a service agreement with the district that stipulates what services the district will provide and what level of funds will come from the MEP. The regional office pointed out that the use of the elective school period for supplemental migrant services was a direct result of schools like Eagle making use of their before and after school time as extended day periods for tutorials and services for all children, which used to be the time for targeted services to migrants.

The regional migrant office, along with most of the other regional offices in the state, has committed itself to being a resource for districts and schools considering schoolwides. Most of the migrant program area coordinators have been trained in the statutory requirements for schoolwides and are available to work with individual schools in their areas. They have also trained most of their parent councils and have encouraged migrant parents to become actively involved with planning schoolwide program activities and services to ensure the needs of their children are considered. The district office is also looking much more closely at how the funds available from all the categorical programs are being used in the schoolwides. Questions that would previously not have been considered, such as how to blend funds, are now being raised and discussed between the regional office and the district.

Achievement

The district has a detailed and extensive set of assessment tools, requirements, and reporting procedures. Although the state has not yet completed development of its content and performance standards, the district has developed student outcome standards for achievement in reading, math, and language as well as context and input indicators, and process standards for such indicators as attendance and parent satisfaction. All schools involved in submitting "consolidated program applications" (i.e., most of the schools with state or national categorical programs) receive an annual feedback report from the district's office of research, evaluation, and assessment. The report presents findings related to all of the indicators and standards and rates the school in comparison to similar schools. By this report, Eagle is "average" in terms of context and input indicators. The school reportedly needs "very high" efforts to improve its process indicators (e.g., student attendance) and "high efforts" to improve student achievement. The narrative for this report is provided in English, Spanish, Lao, Hmong, Khmer, and Vietnamese, although the tables are presented only in English.

The district uses the Individualized Tests of Academic Skills as its primary norm-referenced test. Data are reported for all students and disaggregated for educational disadvantage, LEP status, gender, race/ethnicity, special education status, and migrant status. In terms of migrant status, the 1996 mean scores for reading comprehension, total language, and math applications show migrant children to score at about the national average and 5-8 NCEs above the school's non-migrant children. Although data generated internally along with the assessment results in the report from the district were used in planning the current schoolwide program cycle, there is little indication that data on migrant students were considered in the process despite their large proportion of the student body.

In testing or other assessment processes, no special efforts are made to accommodate any unique assessment needs of migrant students. This probably reflects the fact that most of the migrant students do not move during the school year, live in the attendance area, and are roughly similar in terms of LEP status to the other students in the school. It also probably reflects the fact that most migrant services are provided directly by the district, which works closely with the regional migrant education office, so the needs of these children are considered to be covered.

Parent Involvement

The school has placed substantial emphasis during the current schoolwide plan period on developing better communications between the school and the parents and promoting more involvement by the parents in the affairs of the school. The principal and the program manager stressed that it is generally difficult to get parents of middle school children into the school, and this normal problem becomes even greater when the student body is representative of many different ethnic and cultural groups. To overcome these obstacles, the school has implemented a parent center, contacts with parents, several advisory councils, and instructional programs directed at adult interests.

The parent center is staffed by the program manager and two bilingual home-school liaisons, one proficient in Spanish, the other in Hmong and Lao. Through the parent center, parents can learn additional parenting skills or take nutrition, ESL, or computer classes. Direct contacts with parents are often made by the appropriate bilingual liaison, and the contact may be written or by telephone or home visit. The teachers at the school rarely make home visits. In addition, newsletters and other materials in English, Spanish, Hmong/Lao are sent home regularly, although the principal feels those types of communications are not very effective. Parents can serve on several school-level advisory councils, including the school site advisory council, the bilingual advisory council, and the schoolwide program leadership team. District-level opportunities are available on the Title I Advisory Council, the Bilingual Advisory Council, and the Migrant Education Advisory Council. (School administrators did not know whether any of Eagle's parents were involved on the district councils, but the regional migrant office reported participation of a parent from the school on the districts Migrant Education Advisory Council.) At the school level, parents are provided the opportunity to participate in Title I program planning, site plan development, and annual evaluations.

The principal reported there was a school-parent compact, but no copy was available, and it was not described in the schoolwide plan. The compact was developed by administrators working with teachers, district Title I personnel, and parents. The principal did not know whether any of the parents were migrants. Parents are not required to sign the compact.

Orchard Junior High School (California)

Context

Orchard School District is a small, rural district in California's San Joaquin valley. The town of Orchard is located within one of the most productive agricultural regions in the world. The area around the town is filled with citrus orchards and grape arbors as well as row crops and dairy operations.

Most people live in the dozens of small agricultural communities that are scattered throughout the countryside of this large county. The county has about 80,000 public school students, and Orchard School District is one of the smaller districts in the county, with about 1,500 students in two elementary schools and the junior high.

The district is undergoing a significant expansion through the addition of a high school. Beginning with ninth graders in 1996-97, students who formerly would have attended high school in a neighboring district will now stay in Orchard. The first class attended school as ninth graders at the junior high, and the new high school is to open for the 1998-99 school year. As a consequence, the junior high housed students in grades 7-9 at the time of our visit, whereas in prior years, the grades served were 6-8. Next year the school will serve grades 7-10 (and is adding portable classrooms to meet this expansion); it will revert to serving grades 6-8 in 1998-99. The addition of the high school has posed a significant financial strain on the district, which has a relatively small tax base in comparison to neighboring districts, but Orchard had little choice when the school attended by its high schoolers became too crowded and the host district announced Orchard was no longer welcome. The crowding issue may have been exacerbated by the cultural differences between the districts: the host district was primarily made up primarily of white children from well-to-do households, while the children from Orchard are primarily Hispanic and poor.

Of the roughly 1,500 students in the Orchard district, almost 80 percent are Hispanic and most of the others are white. Many are poor, with more than 50 percent living in poverty. Orchard Junior High's 460 students are similar to the others in the district: 82 percent are Hispanic, and over half live in poverty. About 20 percent of the school's students are considered to be too limited in their ability to use English to take the California Achievement Test (CAT), with many of them being recent immigrants. Many other students are from language minority backgrounds, and many of them are not fully English proficient.

High school-age students are only now becoming a direct concern of the school and district. Nonetheless, the district was unable to provide more than a rough estimate of what percentage of the students they have sent on to high school eventually graduate. The rough estimate, provided by counseling staff, was that about 35 percent graduated. The county education office staff did not have data specific to Orchard readily available, but they did indicate that the graduation rate county-wide was lower than 50 percent.

Migrant workers are a significant factor in the economy of the region, and their children are found in most of the school districts in the county. Within California, most migrant services are provided through regional migrant program offices, which are usually housed at county education offices. (Because many of California's school districts are quite small, several administrative and support functions are often located at the county level where they are available for most of the local districts.) The regional migrant program office serves about 19,000 migrant students in 56 school districts in this and neighboring counties. Services are provided directly through centralized services or through service agreements with the districts, through which funds are provided to support agreed-upon services.

Although many of Orchard's students come from families who make their living from agriculture-related work, about 60 of the 460 students (i.e., about 13 percent) are identified as eligible for the migrant program. During the 1996-97 year, about 100 students entered after school started and about 100 left; most of these were not migrant children. According to school personnel, about 25-30 percent of the migrant children move to follow the crops during the school year. Most of the school's mobile children are not migrants but are part of the rural poor population that moves from rental unit to rental unit throughout the local area, usually changing districts with each move. In addition to being less mobile than these other rural poor students, the migrant children were described as being better behaved, more motivated to learn, and from generally more stable home situations. The migrant children were seen as well-integrated with the other students, and new migrants had a ready-made peer group upon entering the school.

Schoolwide Program

Planning began for the schoolwide program in 1992-93, and implementation began the next year. Apparently, very little special programming took place in the school prior to the 1992-93 school year because of lack of interest by the school's administrators and a district-level focus on younger students. A new principal found that the school was eligible for several state and federal programs and that the school's poverty level was high enough to permit planning and implementation on a schoolwide basis. During 1996-97, the administration, staff, and school site council have been reconsidering and revising the schoolwide plan. The current schoolwide plan does not indicate an extensive needs assessment was carried out. The primary sources of information included CAT scores, the number of students identified as LEP via the Language Assessment Survey (LAS), and the perspectives of administrators, teachers, and a few parents. Disaggregated achievement data are not available at the school, and special runs are needed to get those data at the district level.

The schoolwide program combines bilingual education, gifted and talented education, school improvement, and Title I funds. Special education and migrant education services are not part of the schoolwide plan, but they are included in overall planning.

For the first three years under the schoolwide program, the focus of the plan was to improve reading levels of the school's students. The plan ensured that more funds were targeted and more time was devoted to pleasure reading, classroom reading, and library use. The "scores" are up, according to the principal, and now the emphasis has shifted somewhat to include a substantive focus on history to go with the reading. Throughout the last few years, students were encouraged in all classes to read, and the school even held schoolwide reading contests to motivate and track reading. Library resources were expanded, and classroom teachers were encouraged to purchase additional, age-appropriate, and attractive materials for their rooms. Classroom teachers indicated the ability to purchase materials had been one of the most significant benefits of the schoolwide program.

The evidence for the success of the reading emphasis is as much anecdotal as assessment-based. While teachers and administrators were pleased with the progress their children had made, the 1996 assessment found that 41 out of 396 (about 10 percent) students tested using the CAT/5 were at or above grade level. Ninth graders, who had three years of this focus on reading, scored no better than seventh graders. Teachers, however, felt that many more students than before were close to grade-level performance. At the school level, data were not available by subgroups other than grade level, so it is not clear whether the high proportion of LEP students in the school contributes significantly to the low reading levels, but teachers and administrators suggested that was the case.

Services for Migrant Students

Orchard's migrant students receive targeted services under a service agreement with the regional MEP. The district has a fulltime migrant community aide who serves as recruiter and who manages part-time migrant aides at the schools. Two part-time tutors are assigned to Orchard Junior High.

Most migrant services are provided after school in the form of homework tutorials. Some activities are provided during the school day, particularly during lunch, because many of the migrant students are involved in after-school sports or other activities. The regional migrant office indicated there was nothing that required the migrant services to be kept separate and to be implemented as they were. Even though the state and regional offices had not encouraged blending migrant funds into the schoolwide, that approach was not forbidden. The biggest obstacle, according to the regional office, was that the amount of funds available to most districts from MEP was too small to draw attention to it, so most districts, including Orchard, tended to maintain the same service agreements year after year. Related to this is that the districts and schools develop a long-term relationship with the aides who provide the service, and they often do not want to put their jobs at risk. The district emphasized both of those points, and the district Title I coordinator pointed out that the migrant funds, a small amount to begin with, were getting smaller each year.

The tutorial services offered in the school have focused on basic skills assistance, homework help, and English language instruction. The emphasis is shifting more to homework assistance as the high school students become a more significant part of the school. A summer school program is available elsewhere in the county, and the regional office provides transportation. The summer school is not considered part of the regular curriculum by the school or the district.

The regional office also provides direct services to migrant students. Of most relevance to the students at Orchard, the region sponsors summer schools and supports Portable Assisted Study Sequence (PASS) educational activities. The region also supports parent training and participation, assists in identification and recruitment, provides training on schoolwide program implementation, and works with districts to meet other common needs, particularly for preschool age children and out of school youth. As part of a statewide initiative, the region has trained two staff to train parents and local MEP staff about the schoolwide option and to review the local plans to ensure needs of migrants are considered.

Parental Involvement

One key attribute of the schoolwide plan was for extensive parent contact including three written progress reports and one or two meetings with individual parents to discuss their children's growth. The administrators reported that substantial information had been sent home, and there had been good participation in "family computing" and similar activities. They also indicated that it was very difficult to get most of the parents involved at the junior high grade levels. (Perhaps reflecting this, none of the parents came for their scheduled interview session; thus, we were unable to obtain an independent perspective on how well parents of migrant parents are being involved.) No school-parent compact is in use.

Singleton Elementary School (California)

Context

Singleton Elementary is the only school in the Singleton Union Elementary School District. The town of Singleton is in an area that is agriculturally rich, with nut and fruit orchards and row crops, and most families are involved in agriculture or food processing. There are no other industries in the area.

Singleton is a small town of fewer than 2,000. The community has rapidly been becoming more Hispanic. At the time of the 1990 census, most of the residents, about 55 percent, were Hispanic, and 40 percent were white, non-Hispanic, and the school's population had been similar. By the 1996-97 school year, however, the ethnic breakdown in the school was 80 percent Hispanic and 19 percent white, non-Hispanic. The residents are relatively poor; their per capita income is only about 60 percent of the California average. Further, over 40 percent of the residents 20 years of age or older have not completed high school. School personnel commented on the relatively limited experiences of many of the students, pointing out that most had never visited Yosemite National Park, a few-hour drive away.

The K-8 school serves about 470 students. LEP students (all with Spanish as their primary language) make up 55 percent of the student body. More than 85 percent of the students qualify for free or reduced price lunches. About 8 percent of the students are eligible for the MEP. Very few of them move during the school year.

Schoolwide Program

Singleton Elementary planned its schoolwide program in the 1992-93 school year, implemented it the next year, and rewrote its plan during the 1995-96 school year. The reasons for adopting the schoolwide option were to gain additional flexibility, provide additional services to the children who needed them, and gain a better fit with the overall program. Teachers, other school staff, parents of Title I students, MEP staff, and county and state Title I staff were involved in reworking the program during 1995-96.

The objectives of the 1992 plan were to improve services to LEP students and revise the school's mathematics curriculum. The first objective was addressed by hiring staff with certification in second language instruction and giving those with Spanish a high priority. The school did not adopt one model of second language instruction or another, but rather has tried to deal with the needs of individual students, some of whom can get by with extra assistance in a primarily English classroom while others need to receive most of their instruction in Spanish. The second objective was addressed by aligning mathematics instruction with standards in the 1992 Mathematics Framework of the California SEA. A third major change that began under the previous plan was to move the school heavily into computer-supported instruction.

The district/school administrator felt that by developing the school's computer resources, the children in the school would be able to overcome some of the restrictions of their backgrounds. In particular, even though most families could not afford to travel, the internet would provide indirect exposure to the world outside Singleton. Further, extensive computer work was seen as promoting writing and learning English. At the time of our visit, each classroom and each grade 2 or older student had a web page, and the computers were being used for research and communications -- little or no "drill and kill" instruction was taking place. It should be noted as well that teachers were using classroom management software, and all classrooms were linked via high-speed data lines. To be sure, the system is sophisticated enough that the local high school district has contracted with the elementary district to supply it with network service and internet access.

The school reconsiders its plan annually. It looks at academic performance, enrollment patterns, and the concerns of parents, teachers, administrators, and students. Information is gathered from ongoing assessments and surveys.

When the school reworked its schoolwide plan during the 1996-97 school year, the focus of the plan became reading, although English language support and mathematics instruction continue to remain important. During 1995-96, the school implemented an early literacy team to conduct research and develop content and performance standards. In the 1996-97 school year, the school began implementing a new reading program that will permit more detailed assessment on an ongoing basis of each child's progress. In addition, the school has moved from using intensive one-on-one instruction, using reading recovery methods, to using methods that work with multiple children. Reading recovery has been used extensively throughout California, and it has been actively supported by the migrant program. Singleton's administrators and the early literacy team felt that it was a very inefficient approach, and the reading recovery teacher is now required to work with small groups rather than individuals. The emphasis on reading has also been reflected through an extended day reading and homework tutorial program. The school previously had an after-school homework assistance program for use by migrant students, operated by an instructional assistant, and paid for by migrant funds. Under the current schoolwide plan, regular teachers provide after-school instruction to any student, and migrant funds are blended into the total cost of the service.

Over the next two school years, the schoolwide plan calls for developing a new language arts curriculum, scope and sequence plan for using technology, revisiting the mathematics curriculum following new state guidelines, and developing a curriculum in science and applied learning. The district/school administrators, school board, and the faculty appear to be united in trying to make their small school a model for many others to follow, despite their students' relative disadvantages.

Services to Migrant Children

Migrant children appear to be treated no differently than other children within Singleton's schoolwide program. This appears to be because the numbers and proportion of migrant children are small, the needs of migrant children are thought to differ little from the needs of others, mobility levels for migrant children are low, the amount of migrant funds is small, and the school blends its migrant funds into support for after-school homework and tutorials.

Singleton blends its migrant funds within its schoolwide project. The regional migrant office has negotiated a "reimbursement" agreement with the district, under which the district receives funds and is obligated to serve the migrant children as stipulated in the agreement. Most of the state's migrant funds are directly administered by the regional offices--they hire staff and provide services as agreed to by the district.

Singleton spends its migrant funds in combination with other school resources to fund the teachers who serve in the extended day reading instructional program. The principal stated carefully that the funds were blended but not mixed; that is, they could trace what services were being purchased by each source of funds.

In addition to the after school program, which is funded from several sources and is available to all students, migrant students may attend a summer school sponsored directly by the regional migrant office, which also provides transportation to the Singleton students. The regional office is also responsible for identification and recruitment activities.

Achievement

The school/district assessment system is geared toward district standards, although there is an expectation that some changes may be necessary to match the standards that are under development by the state. The school uses the CTBS4 for English proficient students and the SABE for LEP students, with a performance expectation of the 40th percentile or higher. Oral English and oral Spanish are assessed by the IPT, and the district has also implemented a writing rubric. Less traditional measures include participation at an "adequate" level in curricular thematic projects (one on the missions in California and Mexico was being completed by fifth graders at the time of the site visit), participation in cooperative math, science, and multicultural projects, and showing progress in reading through several performance measures. The school is also implementing portfolios to record each student's progress; these portfolios are maintained in each student's web site.

The schoolwide plan calls for using the assessment results to identify best practices and to revise the plan. The plan also calls for frequent reporting to parents. The parents are to receive the goals and requirements at the first parent meeting in September. Parents of children in grades 6-8 are to receive progress reports every two weeks, and parents of children in other grades are to receive reports quarterly -- unless the student appears to be having problems. Despite the frequency of contacts, written reports are not routinely translated into Spanish, although oral reports are frequently delivered in Spanish. According to the principal, most parents want their children to move to an all-English mode faster than the instructional staff feels appropriate.

No special provisions are made for migrant students, either in terms of the substance of the work, the standards to be met, or the means of assessment. If the student is LEP, then much of the instruction, particularly at the lower grades, is conducted in Spanish, and the students are generally tested in the predominant language of their instruction. Assessment results were not disaggregated for migrant students or other categorical groups.

Parent Involvement

Another significant component of the schoolwide plan is to generate increased involvement of parents and the community within the school. Because the town is small, the elementary school and the high school are natural focal points for the community. Singleton Elementary has taken advantage of this by sponsoring community-wide events, and its location in the middle of the town makes it readily accessible to most residents. The school's web site features community-related events prominently.

Although the school has tried to develop interest and active involvement among the parents, it has been only moderately successful. The principal suggested that offering food was the only sure way to get parents into the school. A parent compact has been drafted, but it will not be used until the 1997-98 school year. Several parents are very active in the school through the Bilingual Advisory Committee and the School Site Planning Committee, and there is some overlap between the two groups. The school has used traditional methods to get parents into the school, such as back-to-school nights, but they were not been rated as being very successful.

The school has also used educationally oriented activities to draw some parents into the school. One example of these is "make it and take it" book nights, targeted to parents of primary grade children, where families select individual stories from a large and varied array and assemble them into a unique book for the parents and children to share. The purpose is to promote families reading together to as a support for the early literacy emphasis of the school. Another example is "parent technology/internet night," targeted mostly to parents of children in the higher grades, where parents were invited to sit down in a non-threatening environment and learn what their children are doing on the computers; not only was this done to inform the parents generally, it was also purposefully instituted to point out that the students could not easily be browsing through games or adult sites. It is important to note that many of the parents do not have high school educations, they work in the fields and are LEP. As a result, the school has generally faced a problem in getting parents in because they felt intimidated not only by the school but by the greater attainments of their own children in English and technology. The hope is that these parent nights will make the parents more comfortable with the school and the parents.

Cool Spring Elementary School (California)

Context

Cool Spring Elementary serves about 450 students in grades K-6. It is one of 8 schools in its elementary school district, located in a small city. The area is agriculturally rich, with nut and fruit orchards and row crops, and many families are involved in agriculture or food processing.

Until recently, the town was the home of an Air Force base; when it closed, the community lost a large number of jobs, but vacant housing quickly got filled up by people moving from nearby communities to take advantage of very low rents. As a result, in the past few years, the community actually has had to open an additional elementary school, and the number of children in the district qualifying for free or reduced price lunches has jumped from about 50 percent to almost 70 percent.

Cool Spring's students are more likely to be poor and LEP than the average of the other children in either the district or county. Almost 80 percent qualify for free or reduced price lunch, an increase of 10 percent since the 1995-96 school year, and 42 percent are considered to be LEP. Most of the students are Hispanic, but there is a substantial Hmong-speaking group as well. The school enrolled 19 migrant students during 1996-97, all but 2 of whom were in attendance for the entire school year. The school served many more migrant students in prior years, but the opening of the new school serving a migrant residential area and the closing of one migrant camp have changed that characteristic dramatically in two years. The county is served by a regional office of the state's migrant education program.

Schoolwide Program

Cool Spring began planning for its schoolwide program during the 1995-96 school year and implemented it in 1996-97. Because of the large number of children in poverty attending the school, it was encouraged to implement the schoolwide option by the district. School personnel also felt that the schoolwide option would permit greater flexibility and result in a more tightly integrated program throughout the school. Teachers and other school staff were directly involved in planning for the schoolwide program, and the school surveyed all parents to gain their perspectives. The regional MEP staff participated in reviewing the plan. In designing the plan, the school drew upon test data, language proficiency results, attendance patterns, and the results of parent and staff surveys. Particular attention was given to services for LEP students, professional development, and parent involvement.

The school viewed the needs of its migrant and non-migrant students as being very similar, but the migrant students were seen as somewhat more likely to be LEP and more likely to be in need of health and medical services. To meet the needs of its students, including its migrant students, Cool Spring expanded an extended day component and strengthened its bilingual education activities. It added parent participation activities, including home visits by staff, and it strengthened its assessment and reporting systems. The schoolwide program site plan for Cool Spring does not discuss migrant students as a separate group; the only mention of migrant education is an indication of the MEP funds to be blended to support the home-school liaison and the after school homework club.

The state does not yet have content or performance standards but it is working on them, and the district has system-wide assessment procedures but has not stipulated standards. The school was completing its annual revision to its plan at the time of the site visit; it had a particular focus on academic performance and concerns of the parents, teachers, district staff, and the principal.

The LEA has developed a checklist based on IASA and California's Coordinated Compliance Review guidelines for schools to follow in planning and implementing a schoolwide program. The topics that must be addressed include:

- Comprehensive needs assessment for all students
- Availability of high-quality technical assistance
- School plan covers all grades and the transition to next school level
- Planned activities are supported by research
- Budgets and services are coordinated
- Strategies are included for meeting the needs of traditionally underserved populations
- Systemic ongoing professional development
- Parent involvement plan (including a parent compact)
- Additional activities for failing students
- Description of how school provides assessment results to parents
- Involvement of teachers in decisions about assessment
- School site plan developed with consultation with community, especially parents
- Measurable student outcomes

School personnel, in a comment that was echoed at the district level, suggested that the flexibility permitted by the schoolwide option was somewhat overstated. They felt the source and use of funds still had to be tracked, and the funds accounting had, if anything, actually become more complicated.

Services to Migrant Children

Migrant children appear to be treated no differently than other children within Cool Spring's schoolwide program. This appears to be because the numbers and proportion of migrant children are small, the needs of migrant children are thought to differ little from the needs of others, mobility levels for migrant children are low, the amount of migrant funds is small, and the school blends its migrant funds.

Cool Spring blends its migrant funds within its schoolwide project. The regional migrant office has negotiated a "reimbursement" agreement with the district, under which the district receives funds and is obligated to serve the migrant children as stipulated in the agreement. Most of the state's migrant funds are directly administered by the regional offices--they hire the staff and provide services as agreed to by the district.

The district spends most of its funds on a summer program for migrant children, but some of the funds are distributed to the schools based on the number of migrant children who are enrolled. School personnel used those funds in combination with others to fund the home-school liaison position and an after school "homework club." The district staff stated carefully that the funds were blended but not mixed; that is, they could trace what services were being purchased by each source of funds.

The migrant office in region has taken a more active role in the schoolwide implementation process than some of the other regions. District personnel indicated they had received useful training, and the regional representative had participated in several meetings and had reviewed the plans for each of the schools that were seeking to implement the schoolwide option.

Achievement

The district has an extensive student assessment process, which includes testing for reading, language, writing, and math achievement. Specific provisions and tests are included to accommodate LEP students, but no extra steps are taken for migrants. The district administers the California Achievement Test (CAT/5) to English-proficient students in grades 2-8, and LEP students with Spanish as their primary language take the Spanish Assessment of Basic Education (SABE). The district also administers a writing assessment (in either English or Spanish) at grades 1, 3, and 6. LEP students are also tested for their English language proficiency in areas of oral English and English reading using the IPT for oral and the Brigance Reading Test for reading.

Student assessment results are disaggregated by gender, English language proficiency, and migrant status. In general, there is little difference within the school on the achievement tests between migrant and non-migrant students, and the school's results are typical of the district. The results are shared with parents on an individual basis and, through the format of a "school accountability report card," collectively with the community.

Parent Involvement

The school has not been entirely satisfied with its ability to get parents involved in the school. The most effective method, according to the principal, has been home visits by teachers, and this is followed in effectiveness by direct contacts by the home-school liaison. Not all teachers make visits, however, and the home-school liaison cannot hope to visit all parents. The home-school liaison is bilingual, and she is situated in the main office so that she is the first person visiting parents usually see. Her position receives a portion of its funding from the migrant education program. Not all of the teachers are bilingual.

The school also sends out newsletters (in English and Spanish), but the schoolwide plan is currently available only in English. The school provides a parent center and family literacy/parenting activities that are open to any parents. Beginning in 1997-98, the school will be implementing a school-parent compact. Teachers, administrators, and parents (but not migrant parents) participated in developing the compact. Parents are encouraged to sign it and return it to the school.

Northeastern Middle School (Connecticut)

Context

Northeastern Middle School is one of the largest middle schools in Connecticut. Most students at Northeastern represent minority groups and most live below the poverty line. Sixty-six percent of the students are Hispanic (mostly Puerto Rican), and 29 percent are African American. Ninety-three percent of the students are eligible to receive free lunches. At the time of the visit there were 873 seventh graders and 383 eighth graders. The mobility rate is high. Between the months of September and November of 1996, 172 students left the school and an almost equal number enrolled.

There are 92 migrant students at the middle school. Most of the migrant families are from Puerto Rico and work on tobacco farms that are on the outskirts of the city. There is no particular pattern of mobility. A staff person who had been with the school for many years said that the transiency of the migrant population was more obvious in the late 1970s.

Northeastern was built in 1972. The school is organized into four houses in order to provide appropriate services to middle school students. The four houses serve a total of 13 clusters. Each house has a principal, a vice principal, and three to four clusters. The school has a comprehensive instructional program which includes honors classes, bilingual education, special education, a writing laboratory, an alternative language program, technology education, computer education, and programs in music and art. A city-wide magnet program, the Classical Magnet, is housed at the school. The school's services respond to the following research-based student needs:

- to be closely supervised;
- to feel secure in a large environment;
- to receive continuous feedback on behavior and academic achievement;
- to belong; and
- to feel cared about by adults in the school.

One of the clusters is an alternative program called the Turn Around Program. The Turn Around Program was developed in response to the 1996-97 School Improvement Plan process which found a number of students' needs were not being met by other clusters. The Turn Around Program is made up of students who are primarily over-age-for-grade (as the school puts it, "too old for the middle school experience"). Student selection is also based on behavior, academic ability, and motivation.

The school had just become part of the Carnegie Middle Grade Schools State Policy Initiative (MGSSPI) and had been working with a MGSSPI facilitator. The initiative stays with a school for up to four years. MGSSPI has been tracking the performance of their partner schools and can show "progressive and substantial improvement" in the schools with which they have been working. The schools that have been in the program the longest have shown the greatest improvement in student performance. The goals of MGSSPI are to create small communities for learning, ensure success for all students, share decision-making, staff schools with qualified individuals, improve academic performance, and increase parent and community involvement. MGSSPI appears to have had a bigger impact on the school than the introduction of a schoolwide program, because it inspired a schoolwide approach before there was a schoolwide program.

The principal does not make a distinction between his migrant students and other students because he is confident that their needs are the same (mobility, language, poverty) and that the school's program is designed to meet those needs. No one at the school could "identify" or talk at length about the migrant population. Despite this, the principal and staff at Northeastern make a convincing argument that they are meeting the needs of migrant students. The school's more comprehensive needs assessment system supports this claim.

Schoolwide Program

This was the first year that the school received Title I funds directly from the school district. Since the funding – and more importantly the autonomy – was new to the school, it was easy for the principal to identify improvements inspired by the schoolwide program. As he explained, "We have been able to do a lot more this year because of Title I." Title I/schoolwide program funds have been used to:

- fund an additional language arts position;
- improve technology and computer education programs. (The school hired a computer teacher and established two new labs);
- fund the Turn Around Program (cited above);
- provide stipends for parents who participate in school governance;
- partially fund the Connecticut Pre-Engineering Placement (CPEP) program (and other enrichment programs); and
- work with a team from the University of Connecticut to develop and implement interdisciplinary units of instruction.

Northeastern addresses its high incidence of mobility by being more program oriented than grade oriented. In addition, the school tries to make arrangements to keep students who have moved out of the attendance area enrolled in the school (e.g., by providing transportation). The limited number of middle schools in the district helps reduce the student mobility rate. All of these efforts/factors have affected migrant students. For example, a half dozen migrant students are enrolled in the Turn Around Program and others have been able to continue attending the school even after they have moved to other parts of the city.

The school district filed a consolidated plan for federal funds last year. This effort brought the coordinators of most of the federal programs together to assess student needs and plan for the coming years. The Director of Federal Programs described the philosophy behind the consolidated plan as, "We can all get more done if we pool our resources or coordinate our efforts."

The district team who worked on the consolidated plan discussed the needs of program beneficiaries and then decided which federal funds should be used to meet which needs. For instance, the district decided to use most of its Title I funding to pay for an all-day kindergarten program. Title I is also funding district-run programs for English Language Learners and parents. Overall, the attitude seemed to be that the schools should tell the district what they needed and the district would provide it.

The district claims to assist schools in the decision-making process. They say that the school governance teams at each site make the funding decisions. But the schools appear to receive only a modest amount of Title I funding in the first place. The district director of federal programs explained the modest grants as follows: "After we pay for kindergarten and so on…after we pay the bills, we pool the money and divide it between the schools." Before school improvement, the schools only received money for supplies.

The district encouraged schools to begin designing schoolwide programs in 1995-96. Twenty-nine schools began implementing their schoolwide programs in 1996-97. The district wrote the guidelines for the plans and were pleased with the results: "All schools have a road map for where they are going now."

Planning and Implementation

Northeastern relied on its existing planning and governance infrastructure to develop its school improvement plan, which is largely synonymous with its schoolwide program plan. Whole school planning is well understood by the school community.

The school governance team (SGT) along with its sub-committees generated the school improvement plan. The SGT includes teachers, support personnel, administrators, non-certified staff, and parents. Community representatives are referred to as Community Stakeholders and include professionals from higher education and private industry (primarily insurance given the location.) The SGT works with an executive coach, and the SGT is supported by an active and extensive sub-committee system.

Planning and governance are a wide-ranging process at the school as evidenced by the layers of meetings. Each team selects a lead learner. Each lead learner becomes a member of the house sub-committee. Each sub-committee decides which lead learner will represent the house on the school governance team.

Needs Assessment

The school has a comprehensive needs assessment process. The school used the following information to develop its school improvement plan:

- Feedback from staff, parents, and community members that had been received through the school governance process;
- Results from the Connecticut Mastery Test;
- Results of the MGSSPI Survey for Staff; and
- Results of the MGSSPI Self Study Survey that includes responses from staff and students.

Services for Migrant Students

The objectives of the migrant program are taken directly from the Improving America's Schools Act (IASA). They include helping migrant students overcome disruptions and barriers that inhibit their ability to do well in school and ensuring that migrant students benefit from state and local systemic reforms. The program's desired outcomes include:

- Increasing the number of migrant kindergarten-aged students who enroll in school better prepared to have successful educational experiences;
- Helping migrant students improve academically over the years; and,
- Increasing the percentage of migrant students who are in attendance over the years.

Schools in the district see the migrant program as distinct from their regular programs because most of the services are delivered by district staff. The clearest exception to this is the funding of a number of bilingual kindergarten positions. The migrant program serves 2,500 migrant students and 1,000 migrant families across the district in the following ways:

- At the preschool level, three teams work with early childhood education providers to ensure that migrant students are participating in available services. The teams also work directly with preschoolers (and their parents) to develop school readiness skills;
- The program funds bilingual kindergarten positions in schools with large early childhood migrant enrollments;
- The program funds literacy enhancement and transitional English programs as needed;
- During school intersession the program provides a center-based and/or home-based academic literacy enhancement program;
- Vocational specialists work with the middle and high schools to meet the academic and career/vocational needs of migrant students;
- Support staff work with the schools, parents, and community to identify or provide social services; and
- Migrant staff run at least one workshop per month for migrant parents on topics identified by parents and/or the Parent Advisory Committee.

Due to the large number of Hispanic students at Northeastern, there is a large bilingual education program. The bilingual program primarily serves students whose primary language is Spanish, but ESL is also offered to students who speak Portuguese, Chinese, or Vietnamese. For the past two years, the school has needed assistance from the Board of Education Bilingual Department to meet the needs of the Jamaican and West Indian students who have arrived more recently.

Migrant funds are not blended with other funds in any of the schoolwide programs in the district. This could be attributed to a lack of information regarding the legality of this approach, the fact that there has been little encouragement of this approach, or the fact that the migrant program is still run out of the district office and migrant program staff still serve multiple schools.

But migrant *services* do not appear to be blended with school-based services either. There may be a greater degree of coordination between programs in the district since 1994, but only marginally so and the migrant program continues to function on the periphery of school-based programs.

Achievement

The Connecticut Mastery Test is Northeastern Middle School's measure of success. The school conducts an extensive analysis of the results and holds an in-service each year to present and discuss the results. As one administrator explained, "The CMT is the school's report card." Lesson plans are collected and reviewed on a regular basis and suggestions are made to ensure that there is a strong link between instruction and the CMT objectives. Apparently a student cannot take the CMT until he or she has been in the state for three consecutive years and a student cannot be exempted from taking the CMT for more than three years.

Migrant Parents

Although parents are involved with parent conferences, school officials feel that parents need to become more immersed in the decision-making process. The school hopes to create an environment in which parents will be more willing to become involved. The use of daily student agenda books (which detail assignments and go home for parents to sign every evening) has helped as well as aggressive efforts to involve parents in the sub-committee system. All parents who are involved in school governance receive a stipend for their work.

Central Elementary School (Connecticut)

Context

Central Elementary School is one of the poorest schools in the state. Ninety-seven percent of the students are poor and 96 percent are minority (93% Hispanic). Fifty percent of the teachers are bilingual. The school has 752 students in grades pre-K through 6. Of these students, 123 (i.e., about 16 percent) are migrant, which may give the school the highest percentage of migrant students in the district.

There appear to be influxes of migrant families in late September/early October and in February/March. The migrant families come to work on stock nurseries and stay for about three to six months. The farms and nurseries are in the suburbs, but the migrant families live near the school (an industrial/insurance area) because there is affordable housing. Employers send trucks into the city to pick up day laborers.

Only eight percent of the students in the school stay from kindergarten through the sixth grade. Families are often given special permission to stay in the school even if they move into a different attendance area, but these arrangements are not available on an inter-district basis.

Schoolwide Program

The schoolwide program at Central is synonymous with the school improvement plan. The philosophy of the program is that all students should have the same opportunity to participate in all programs – what the principal referred to as "global participation." The school does not appear to categorize its students.

The principal thinks that the school should be able to decide how all of its funds will be spent. As he put it, "It is easier to manage if it is school-based." The school receives about $97,000 for school improvement, but the principal was careful to point out that the middle schools have more control over their funding because no staffing requirements (i.e., preschool and full-day kindergarten) is mandated by the district for middle schools.

It is difficult to determine what has changed at Central because of the schoolwide program. When asked about services, one tends to get a laundry list of *every service* the school offers. Overall, the principal explained that the Title I funding makes it possible for them to do things that go hand-in-hand with the school improvement plan.

The school district filed a consolidated plan for federal funds last year. This effort brought the coordinators of most of the federal programs together to assess student needs and plan for the coming years. The district's director of federal programs described the philosophy behind the consolidated plan as, "We can all get more done if we pool our resources or coordinate our efforts."

The district team who worked on the consolidated plan discussed the needs of program beneficiaries and then decided which federal funds should be used to meet which needs. For instance, the district decided to use most of its Title I funding to pay for an all-day kindergarten program (the city actually pays for the mornings). Title I is also funding district-run programs for English Language Learners and parents. Overall, the attitude seemed to be that the schools should tell the district what they needed and the district would provide it.

The district claims to assist schools in the decision-making process. They say that the school governance teams at each site make the funding decisions. But the schools appear to receive only a modest amount of Title I funding in the first place. The director of federal programs explained the modest grants as follows: "After we pay for kindergarten and so on…after we pay the bills, we pool the money and divide it between the schools." Before school improvement, the schools only received money for supplies.

The district encouraged schools to begin designing schoolwide programs in 1995-96. Twenty-nine schools began implementing their schoolwide programs in 1996-97. The district wrote the guidelines for the plans and were pleased with the results: "All schools have a road map for where they are going now."

Planning and Implementation

Central has a school governance team (SGT) that is made up of staff, parents, private sector partners (and management coaches), and representatives from community based organizations. The members of the SGT all chair committees so that "everyone has input." The principal said that before site-base management, a few principals in the district functioned like dictators.

When asked about needs assessment, school staff talk about what the needs are (academic skills, parent involvement, in-service training, etc.), not how they are identified. Even when pressed, there is no mention of the tools used in needs assessment even though some of these tools are mentioned in the School Improvement Plan.

Many migrant students at the school are not seen by school personnel as well prepared in their native language or in English. Their mobility affects the school's ability to meet the state expectation that LEP students will transition into English-language classrooms within three years. As one staff person explained, migrant students move in and out of schools and in and out of different language programs with different approaches. Apparently the school system "loses" students at the transitions from 6th grade to 7th grade and 8th grade to 9th grade. This is the time when many LEP students are transitioning not only from elementary into middle school, but also from bilingual to English language classrooms. Even if they were good students in bilingual classrooms, the transition is challenging and the students sometimes get frustrated and drop out.

Services for Migrant Students

There is a large bilingual education program at Central, but it appears to be controversial. The principal claimed that the purpose of the bilingual education program was transition, not maintenance, but there are varying opinions of how well this is done. Some staff believe that the children are not being taught enough English.

Migrant funds are not blended with other funds in Central or any of the schoolwide programs in the district. This could be attributed to a lack of information regarding the legality of this approach, the fact that there has been little encouragement of this approach, or the fact that the migrant program is still run out of the district office and migrant program staff still serve multiple schools.

Migrant *services* do not appear to be blended with school-based services either. There may be a greater degree of coordination between programs in the district since 1994, but the migrant program continues to function on the periphery of school-based programs.

The objectives of the district migratory children's program are taken directly from the Improving America's Schools Act (IASA). They include helping migrant students overcome disruptions and barriers that inhibit their ability to do well in school and ensuring that migrant students benefit from state and local systemic reforms. The program's desired outcomes include:

- Increasing the number of migrant kindergarten-aged students who enroll in school better prepared to have successful educational experiences;
- Helping migrant students improve academically over the years; and
- Increasing the percentage of migrant students who are in attendance over the years.

Schools in the district see the migrant program as distinct from their "regular" or schoolwide programs because most of the services are delivered by district staff. The clearest exception to this is the funding of a number of bilingual kindergarten positions. The program serves 2,500 migrant students and 1,000 migrant families across the city in the following ways:

- At the preschool level, three teams work with early childhood education providers to ensure that migrant students are participating in available services. The teams also work directly with preschoolers (and their parents) to develop school readiness skills;
- The program funds bilingual kindergarten positions in schools with large early childhood migrant enrollments;
- The program funds literacy enhancement and transitional English programs as needed;
- During school intersession the program provides a center-based and/or home-based academic literacy enhancement program;

- Vocational specialists work with the middle and high schools to meet the academic and career/vocational needs of migrant students;
- Support staff work with the schools, parents, and community to identify or provide social services; and
- Migrant staff run at least one workshop per month for migrant parents on topics identified by parents and/or the program Parent Advisory Committee.

Achievement

The Connecticut Mastery Test is the state standard for assessment. The state does not mandate the testing of bilingual students. Central tests its bilingual students (48%) in reading, writing, and math using the Spanish Assessment of Basic Education (SABE).

Apparently a student cannot take the CMT until he or she has been in the state for three consecutive years and a student cannot be exempted from taking the CMT for more than three years. The CMT scores at Central increased last year. The school received a monetary award from the state because of its test scores and expects to see an even bigger increase next year because more of the six graders who will be tested are in English language classrooms.

Gulf Coast Middle School (Florida)

Context

Gulf Coast Middle school is located in a small rural community thirty miles from the Gulf of Mexico. Its district operates a high school, a middle school, and two elementary schools with a total enrollment of approximately 2,200 students. Over 90 percent of the students are white, and most of the remaining students are predominantly black. According to census figures, the poverty rate is approximately 40 percent. Migrant families tend to live on the coast and work in the fishing industry, and most have settled out due to the net ban on fishing. About 100 migrant students attended schools in the district in 1996-97.

Gulf Coast Middle School is housed in a new modern building and enrolled about 560 students in grades 6, 7, and 8. Sixty-five percent of the students received free or reduced price lunches. There were 23 migrant students, and the school had 3 ESL students, but none was a migrant student.

Schoolwide Program

The principal had little direct knowledge about the schoolwide program; in fact, a teacher (previously a Title I teacher) was in charge of the instructional program. She maintained all information about the program, and was responsible for its design and implementation. The instructional program features separate classes in math and language arts (previously Title I classes) for low achievers who are identified by performance on standardized tests and teacher surveys, although students are allegedly not aware of the segregation. The classes for low-achievers have a slightly smaller student-teacher ratio, and are taught by teachers with Title I training. The instructional program did not change as a result of becoming a schoolwide, but it allowed the school to target services and resources to marginal students, that is, students who previously needed assistance but were just above the test score threshold for Title I services. Supplies purchased with Title I funds were now used in all classrooms.

Planning and Implementation

Gulf Coast implemented its schoolwide program in 1995-96. The school was informed and educated about the option by the district, and cited the ability to serve all students as an important reason for adopting the schoolwide program. A planning committee was formed including the district Title I director, the school's Title I teachers, and the principal. A schoolwide plan was developed, and contains an independent section on migrant education, although it appears to be a general statement about the district's program rather than specific to the school. A parent-school compact was also developed. The schoolwide plan is distinct from the state-mandated school improvement plan and most of the staff, including the principal, had little awareness of the schoolwide plan. The school improvement plan, on the other hand, is reviewed annually by a committee composed of parents, staff and the principal, and appeared to be a dynamic document. In addition to academic goals, the plan addressed campus appearance and staff development issues, but did not specifically mention migrant students. In general, most people interviewed felt the needs of the migrant students were no different than those of other disadvantaged children. Budgeting is handled at the district level, although next year it will be under local school control. Moreover, the school does not receive any MEP funds, so blending was not an issue for the school.

Needs Assessment

The needs assessment included a survey of parents, students, and staff as well as evaluation of test scores, and resulted in a presentation to the school board. Few needs unique to migrant students in this school were identified. In the interviews, lack of resources, specifically print materials, was noted by the school counselors, and one teacher mentioned family problems and divorce. Otherwise, the problems faced by migrant children were believed to be similar to those faced by other poor students. The migrant district coordinator felt transportation was the most important issue facing migrant families, and busing needed to be maintained.

Services for Migrant Students

Migrant services are provided primarily in the home rather than at school. Migrant students are identified to teachers and counselors by the district migrant coordinator, but receive no special instructional or other services at Gulf Coast. There is little to distinguish them from their peers such as race, or language and cultural barriers. The counselors noted that some students are taken out of school for weeks at a time, but there is no pattern of migration they can plan for.

Migrant services are exclusively under the domain of the district's migrant coordinator who, with the help of a clerical aide, is responsible for recruitment, referral, and home visits. With a limited budget, the migrant coordinator described her job as essentially advocacy. She makes parents aware of the resources available to them from local agencies and explains the education system and requirements. An at-home program is available to migrant children once a week during the summer to help them improve basic skills and get caught up, and aides conduct weekly visits to homes with pre-school age children to help them prepare for school.

Achievement

Florida has developed assessments aligned with their curriculum frameworks and guidelines. Gulf Coast uses the Florida Writes exam in grade 8. All grades are currently assessed using the Comprehension Test of Basic Skills (CTBS), but in two years the school will begin using Florida's Comprehensive Assessment Test (FCAT), the state's new reading and math assessments.

The school uses achievement data to identify low-achieving students and place them in what used to be Title I classes. Students can test out of these classes. Teachers also use informal assessment and observations to evaluate student progress, and they are experimenting with portfolio assessment. Test results are sent home and parents receive progress reports every three weeks and report cards every six weeks. In addition, test results are featured in the school's profile.

Oversight

Test scores were the primary means of accountability, and most thought this was effective. Also, the size of the district was conducive to personal attention for all students. For instance, one teacher indicated there is good communication with the elementary schools to identify the needs of incoming students and provide continuity in their instruction. The migrant coordinator identifies migrant students to the guidance department and teachers and lets them know what services she is providing. She does track the scores of migrant students, but does not compare them as a group to other populations or the school as a whole.

Parent Involvement

Parent involvement was identified as one of the school's greatest challenges. Gulf Coast has an orientation night for parents at the beginning of the school year and holds two parent-teacher conferences each year. While a few parents participate in the Title I committee and school improvement team, and there are several volunteers in the classroom, most parents do not get directly involved in the school. There is also no parent organization. Most contact with parents is informal through phone calls, letters sent home, or home visits. The school does conduct a survey of parents to solicit their needs and suggestions.

With its emphasis on advocacy, the district's migrant program is targeted primarily towards parents. The migrant coordinator devotes much of her time to making home visits and disseminating information to parents. The one parent who was available to be interviewed has lived in the area for 20 years, and volunteered in the school. She indicated good communication with the school and the district migrant program. She also felt that becoming a schoolwide program had increased the school's attention to parent involvement. Indeed, Title I workshops for parents had been opened to all parents, and materials purchases with Title I funds were now available as well.

Rural Junction Public School (Florida)

Context

Rural Junction is located in the northeast corner of the state. Tourism, manufacturing, and agriculture are major components of the economy, and the county had an unemployment rate around six percent. The school district enrolled 58,000 students in 63 schools, including 43 elementary, 9 middle, and 9 high schools. The majority of students, 76 percent, was white. Another 16 percent were black, 7 percent were Hispanic, 1 percent were Asian, and less than 1 percent were Native American. Approximately 2 percent were LEP, and 2 percent were migrant students. The district's poverty rate was 41 percent and 28 elementary and 4 middle schools received Title I funding. Of those, 24 elementary and 3 middle schools operated schoolwide programs.

Rural Junction is a small town with about 800 people at the junction of two rural highways. It is primarily an agricultural community, and the majority of families work in the fern industry. The school is located in what appears to be a large house, and serves students in grades K-6. It had a total enrollment of about 120 students and has one class per grade level; the majority of children walk to school and 41 were LEP. There were 38 migrant students. The student population was 47 percent Hispanic, 37 percent white and 15 percent black. The school had a mobility rate of 35 percent; 86 percent of its students qualified for free or reduced price lunches. Most migrant parents work in the fern industry and the principal said there had been more mobility than usual this year. She suggested this may have been the result of an Immigration and Naturalization Service (INS) sweep during the winter.

Schoolwide Program

The school first implemented its schoolwide program in 1996-97. The predominant change has been using teaching assistants (TAs) to help any students in need rather than to just working with Title I students. A teacher noted becoming a schoolwide has encouraged faculty to focus on the whole school, rather than just their individual classrooms. In addition to the TAs in grades K and 1, Title I funds a TA each in grade 2 and grade 4, and another TA is shared between grades 3, 5, and 6. Rural Junction does not have a bilingual program or use Spanish in the classroom, and the principal said it is not an accepted idea in the community. However, the school uses English for Speakers of Other Languages (ESOL) strategies throughout the school, and has one dedicated ESOL teacher who provides intensive English pull-out instruction during group work in the students' regular class. In addition, the use of Title I instructional materials was extended to all students, most notably Jostens bilingual computer programs.

Student recognition is a major focus. There are daily recognitions for behaviors and academics, and students exchange Best Kid Certificates at the end of the day for a treat. There are Terrific Students of the week and monthly assemblies to recognize students.

The school also operates a drop out prevention program in grades 4, 5 and 6, and has one staff person who is a half-time counselor, half-time drop out prevention coordinator. About 16 students were targeted based on Comprehensive Test of Basic Skills (CTBS) scores, grades, and family history for individual help in the classroom. Parents' permission is required for participation, but the counselor said most parents understood the need and were supportive.

District and principals chose not to blend MEP funds in schools. The district migrant coordinator indicated they were concerned about services being watered down and wanted to ensure services were maintained at the same or higher levels. Schools in the district receive migrant funds based on the number of migrant students in attendance; Rural Junction had too few migrant students to receive migrant funds directly. However, a migrant specialist spends 20 percent of his time, or one day a week, at the school. He speaks Spanish and works extensively with migrant parents.

Planning and Implementation

Although the district provided training through a series of in-services, the decision to implement a schoolwide was left to the school. District officials met with each principal to discuss options and requirements, and provided guidance and technical assistance. Most of the schools in the district that were eligible to become a schoolwide chose to do so. Because Rural Junction is so small, the entire staff participated in the planning process, and concluded the best use of resources was to modify how they used their TAs. Prior to implementation of the schoolwide program parents had voiced concern about TAs working with only certain children; thus, the most often cited benefit of becoming a schoolwide was the ability to use materials for and provide services to any student.

Florida requires each school to have a site based management team, and Rural Junction's includes all of its teachers as well as parents and members of the community. Florida also requires all schools to have and review school improvement plans, and all of the teachers participated in the annual review of the plan. The schoolwide plan was incorporated into the improvement plan. In addition, they developed a school-parent compact. One teacher said becoming a schoolwide allowed them to focus more on vertical planning and collaborate more on the school's overall instructional program.

Needs Assessment

The school improvement plan process served as the school's needs assessment. The plan is reviewed annually, and includes data such as achievement, discipline, attendance, and book circulation. The results are used to identify areas of strength and weakness relative to the school's goals. The district does provide assessment results disaggregated by gender, race, regular and gifted, LEP, and special education, but the principal felt her school is so small that the data are not very meaningful. A Climate Survey is used to identify areas of concern to parents, students and faculty. Rural Junction is such a small school that the needs assessment appeared to rely on personal knowledge of each student as much as on formal needs assessments.

The principal does not identify migrant students to the teachers, and migrant children were not identified specifically in the school improvement plan. The needs of migrant children were not differentiated from those of poor, Hispanic, or LEP students. The school focuses its attention and resources on LEP needs, and uses home language surveys to assess student needs in this area. However, when pressed to identify the unique needs of migrant students, the principal did note needs associated with their mobility and teachers noted the effect mobility had on their oral language development and reading skills.

Services for Migrant Students

Rural Junction provides no instructional services specifically for migrant students. The ESOL program was probably the service most relevant to the needs of migrant students and, although larger schools in the district had tutoring programs for migrant students, Rural Junction did not. However, there were enough resources available through the ESOL teacher and TAs to provide individual attention without formal programs.

Support services for migrants were available in Rural Junction. The migrant specialist spent one day a week at the school, and served as a crucial intermediary between students, staff and parents. He spent a portion of his time making home visits, a task not always safe for teachers. He also translated most of the material sent home to parents, facilitated parent-teacher conferences and referred families to clinics, insurance, and other programs and services. Although designated to work with migrant students, he helped any student affected by a language or cultural barrier. He was highly educated and gives workshops throughout the state educating teachers on the needs of migrant and immigrant students.

Most of the services for migrant students are handled at the district level. MEP funds are used to hire recruiters who identify students and refer families to agencies and services. In addition, the district has hired four advocates to work in the schools on drop out, discipline and academic problems. The migrant specialist at Rural Junction is one of these advocates.

Achievement

Florida's Comprehensive Achievement Test (FCAT) is the state's new reading and math assessment and all students in grades 4 and 5 took it. In addition, all grade 4 students took the Florida Writes exam. The district also used the CTBS, although the principal noted that the scores of students with language acquisition problems were exempt. All of these exams drive the goals and strategies included in the school improvement plan. The teachers said they do take achievement results seriously, and although standardized tests are not administered to grade 1, the grade 1 teacher said she felt responsible for the grade 2 test results. The school also uses computerized Jostens tests to monitor student progress, and is informally beginning to experiment with portfolio assessments. The principal said she does consult student's past records when they enroll, but tends to rely on her own assessments. Teachers echoed this sentiment, and said they are more likely to rely on informal assessments and observations.

Migrant parents said they receive test results regularly through report cards, conferences, and informal contact with teachers. They also received weekly updates on their children, and information sent home was usually translated into Spanish. They also said they could request and obtain information through the principal or migrant specialist.

Most students receiving ESOL instruction remain in the program for the entire year, but they can exit at mid year if they cross a proficiency threshold. An oral language test is administered to students to determine proficiency levels.

Oversight

The school improvement plans include specific goals based on performance on the state exams, and state assessment results were the most often identified means of ensuring accountability. Teachers said they looked at test results a lot, and had a personal stake in the school improvement plan. Another teacher said that since becoming a schoolwide they had become more aware of how their budget was allocated and felt more accountable. Another source of oversight is public scrutiny: the local newspaper ranks all of the schools in the district based on the results of student performance on the state tests.

Migrant Parent Involvement

School personnel reported a close relationship with its parents. According to school staff migrant parents tend to view them as professionals and are hesitant to second guess the educators, but parents are keenly interested in their children's progress. For instance, they sacrificed income to attend parent-teacher conferences. The language barrier prevents them from communicating directly with most of the teachers, requiring them to go through the principal or the migrant specialist. However, the school goes to great lengths to translate materials and organize conferences for non-English speaking parents, and much of the parent-teacher interaction appeared to be informal. Parents are invited to LEP committee meetings which are held twice a year for each LEP student and include the classroom teacher, counselor, and principal. Staff also help migrant parents read and fill-out forms. Migrant parents do not volunteer at the school much. The principal felt they were hesitant to volunteer in the classroom because of their own illiteracy; they did what made them feel comfortable such as yard work, cleaning, and helping at events.

All but one of the parents interviewed spoke only Spanish; the migrant specialist interpreted the interviews. All of the parents praised the school and appreciated the open relationship they had with the principal. They felt they received regular reports on their children's progress, and had opportunities to communicate with their children's teachers. A number of parents spoke of the need for their children to learn English and assimilate into the culture. There was some concern raised over the lack of bilingual teachers, but parents seems more interested in the ability of teachers to educate their children in English than in bilingual education per se.

The school organizes parent workshops to help parents help their children at home. Parents are taught how to interpret test scores and how to work with their children on reading. There is also a Parent Leadership Council that meets twice a year that is composed mostly of parents of ESOL students. The council discusses concerns, provides feedback, and educates parents about their role in their children's education. The district also organizes a Title I parent program that migrant parents participate in more than other parents. These programs include parenting skills, behavior management, health, hygiene, children's learning styles. There are also adult literacy and citizenship classes available to parents.

Orange Grove Elementary School (Florida)

Context

Orange Grove Elementary School is in a rural district in central Florida covering about 1,000 square miles. The county has three towns, and, including the unincorporated areas, almost 80,000 residents. The county is 81 percent white, 9 percent Black, 7 percent Hispanic, 1 percent Asian, and 3 percent other racial/ethnic groups.

The school district had 16 schools to serve its 11,000 students--eight elementary schools, four middle schools, three high schools, and one alternative education facility. The district had approximately 1,700 migrant students, i.e., about 16 percent. Fifty-nine percent of the district's students were eligible for free or reduced price lunches. Achievement scores for the district were roughly at the statewide median.

Orange Grove Elementary School is located in a town of approximately 9,000 people. It had nearly 625 students in grades K to 5. The racial/ethnic distribution of the students was 65 percent white, 21 percent African American, 12 percent Hispanic, 1 percent Asian, and 1 percent other racial/ethnic groups. The school enrolled 79 migrant children, i.e., about 13 percent. Most migrant families worked in the citrus industry from October or November through May, and then traveled north for summer harvests. The school's fourth grade achievement data, as measured by the California Achievement Test, were in approximately the 50th percentile for reading and 65th percentile for math.

Orange Grove Elementary adopted a number of reforms to address the needs of its students. A primary organizing factor was multiple intelligences. School staff participated in extensive in-service training on multiple intelligences, and used the factor in their planning and service delivery. The school also adopted block scheduling, established an after-school child care program for about 50 students, and housed a number of social service providers on the school campus.

The school had a well-established English as a Second Language (ESL) program to serve LEP students prior to implementing the schoolwide. It was a combined self-contained/resource program. If classroom teachers were ESL-certified, LEP students would be pulled out for resource room support 30 minutes per day. However, if classroom teachers were not ESL certified, then LEP students would spend their whole language arts block in the ESL pull-out. In 1996-97, 30 students received both of these types of ESL support; 18 of them were migrant.

Schoolwide Program

Orange Grove's schoolwide program was planned in 1995-96 and implemented in 1996-97. The schoolwide program used only Title I funds; no other program funds were blended in. The schoolwide program targeted improving academic achievement and parent involvement. Specific objectives related to academic achievement included: (1) increasing the percentage of fourth graders scoring 3 on the Florida Writes test; (2) increasing the percentage of first graders promoted to second grade; and (3) increasing the percentage of third graders scoring above the 50th percentile on the CAT. Parent involvement objectives included: (1) providing opportunities for 100 percent of parents to participate in some type of school activity each academic year; (2) having a two percent increase in the number of parents participating in decision making processes; and (3) creating positive communication with parents.

The schoolwide program funded a variety of staff and was also used for capital expenses such as audiovisual equipment, computers, furniture, and software. Schoolwide program staff included an instructional technology teacher, a half-time writing teacher, a half-time family involvement coordinator/teacher, and three paraprofessionals. The instructional technology resource teacher worked with all students in grades K to 5. She managed the local area network, maintained the technology equipment, and trained teachers on software and hardware use. She worked with students on multimedia presentations. The instructional technology resource teacher also ran a summer camp for 4th and 5th graders.

The writing teacher's primary goal was to improve scores on the Florida Writes test. She worked with all students, but focused her attention on third and fourth graders. She used pull-out and in-class instruction in writing, obtained materials for teachers, and had students work with computer writing software.

The three paraprofessionals employed with Title I funds worked in classrooms to provide support as needed. The family involvement coordinator organized open houses (free haircuts, community agencies, blood pressure checks, etc.), student performances, and the like. The school had a small group of very vocal, professional parents and has tried to expand parent-involvement to foster wider representation.

The schoolwide program plan was closely linked with its school improvement plan. The two shared a needs assessment, planning process, and evaluation. Both were planned by school improvement committee composed of teachers, staff, administrators, and parents. Goals for the school improvement plan and schoolwide program targeted Blueprint 2000 goals, which were statewide goals that parallel Goals 2000. School improvement planning had been in place for about six years, so the schoolwide program fit nicely into a preexisting structure.

The staff of the SEA's regional office came to the school twice to assist in planning for schoolwide program. They explained regulations and worked with school staff on the content and format of the schoolwide program plan. Each of the goals in the school improvement plan was developed by a subcommittee. The subcommittee chair was responsible for monitoring progress toward annual goals and objectives.

The needs assessment conducted for the school improvement plan was also used for the Title I schoolwide program. It drew data from the California Achievement Test, Florida Writes test, report cards, surveys of parents and teachers, and data on grade promotion. One of the school's greatest needs stemmed from the finding that 28 percent of first graders did not meet the performance criteria for promotion in 1996.

The preschool used the Brigance as a pre and post-test, so those data were available for assessing the needs of migrant preschoolers. No specific efforts were made to assess the needs of migrant students; their instructional and related service needs were seen as much the same as the needs of all students. Housing, clothing, food, language skills, and transportation were seen as the primary needs of migrant youths.

The effectiveness of the schoolwide program was evaluated on an on-going basis as part of the school improvement process. Test scores, surveys, and other data were used to examine progress toward annual goals and objectives. For schools with more than 10 migrant students at the fourth grade level, the state reports CAT scores disaggregated by migrant eligibility.

Services for Migrant Students

There was a migrant preschool program housed at the school; it was funded directly by the district migrant education program, which also funded two other preschool classes. The migrant preschoolers used the school's library, and went to music with the school music teacher. The school also allocated additional funds to supplement the migrant preschool budget. For example, they bought the preschool class a TV and a VCR. The preschool program served up to 23 children at a time with one teacher and one paraprofessional.

The district migrant program funded after-school tutorials at Orange Grove. Two regular classroom teachers staffed the tutorial four days a week. In 1996-97, they had eight migrant students participate. The district supports similar after-school tutorials for migrant students at other schools.

The district migrant program also provided support services to migrant children and their families. The district employed six clerk/recruiters who registered students, collected information necessary for the certificate of eligibility, coordinated health services, provided transportation, translated materials, and made home visits. The clerk/recruiters were accessible to school personnel, but were not based at the schools. The district also employed a resource teacher who was funded 25 percent by Title I and 75 percent by the MEP. She provided districtwide support for personnel but did not work directly with students.

District migrant staff prepared summer packets for migrant students in grades PK-8. They visited each of the district's 938 summer migrant students twice to meet with parents and to oversee work on the packets.

Parent Involvement

Orange Grove used a number of strategies to enhance parent involvement through its schoolwide program. These strategies included electing parent representatives to the School Advisory Council (SAC); involving parents in critical functions such as staff selection, grant writing, and budget planning; implementing at least one parent-child activity per year (e.g., Mom's Muffin Day); using print, voice, and video communications to contact parents about school issues; and stressing positive verbal interactions between faculty and parents. Orange Grove also assigned a staff member to help coordinate parent involvement and developed a family involvement compact.

Davis Middle School (Florida)

Context

Davis Middle School is located west of the Atlantic coast of Florida. The district is largely rural but includes wealthy residential areas on the coast. The county's largest city has 15,000 residents. The district is 75 percent white, 13 percent African American, 10 percent Hispanic, and 2 percent other racial/ethnic groups. The poverty rate in the district is 35 percent. The county school district has 11 public elementary schools, seven secondary schools, and one special education facility.

Davis is a small city with approximately 5,000 residents, many of whom work in the citrus industry. Others work growing and harvesting vegetables, including squash, cucumbers, and peppers. Migrant families typically live in Davis for most of the year, leaving in the summer to go north for the harvest, and returning in September or October. Approximately 70 percent of the city's residents live below the poverty level. An influx of 4,000 Guatemalan immigrants in the past ten years has contributed to growth in the city and to the size of the LEP population.

Davis Middle School enrolls 398 students during its peak months. The student population is 40 percent Hispanic, 31 percent African American, 22 percent white, and 7 percent other racial/ethnic groups. The poverty rate for students at Davis Middle is 70 percent. Thirty-four percent of the school's students are migrant.

Davis Middle School has adopted a number of reforms to address the changing needs of its student population. These include team teaching, thematic units, and block scheduling.

Schoolwide Program

Four years ago, the district's four Title I schools switched from targeted assistance to schoolwide programs. At that time, Davis Middle School was in its third year of school improvement--a state program targeting low achieving schools. Because school improvement planning and schoolwide program planning were quite similar, the transition to the schoolwide program went very smoothly.

The schoolwide program at Davis Middle School used Title I funds to address the following goals: (1) increased academic achievement; (2) increased parental involvement; (3) improved school climate; and (4) an increased sense of order in the school. Schoolwide program funds were used to employ a number of personnel. No other program funds were blended into the schoolwide program. One teacher was employed to work with at-risk students, who were identified based on California Achievement Test scores in reading and math as well as by teacher referrals. A teacher assistant was employed in the computer laboratory to provide technology experience for students and to work with teachers on selecting software that was compatible with their classroom instruction. Two teachers were hired to work in an after-school tutorial four afternoons per week. Schoolwide funds were also used to purchase supplemental supplies, materials, and training; provide opportunities for parental involvement through family night activities; and enhance communication with parents.

The school improvement plan and schoolwide plan were developed by a team composed of teachers, non-instructional staff, parents, and administrators called the School Advisory Committee (SAC). Subcommittees were formed around each school improvement goal, and the subcommittees were charged with designing services to address the goals, and monitoring progress toward the goals. The SAC met in November to conduct a mid-point evaluation of progress toward the program goals.

As part of the school improvement plan, the SAC conducted a comprehensive needs assessment with support from the district. The district helped the school analyze data, and provided copies of previous Title I reports. Information used in the needs assessment included: results of the Florida Writes test; results from the State Vital Signs report; results from the California Achievement Test; quarterly reports for honor roll; quarterly reports for grades below 2.0; discipline reports; the Florida School Report; and data from student, parent, and teacher surveys.

Most teachers at Davis Middle School did not know who their migrant students were. District MEP staff noted, however, that they informed teachers several times a year. Nonetheless, when asked about the needs of migrant students, many teachers and staff members believed age/grade discrepancies, dropout prevention, social services, housing, medical services, and ESL were most critical. These were seen as needs for all students, not only migrants.

No specific efforts were made to gather information specific to migrant students in conducting the schoolwide program needs assessment, and little consideration was given to blending Title I and MEP funds in Indiantown's schoolwide program. District MEP staff believed it was wise to keep migrant funding separate from schoolwide program funds given the specialized services migrant staff provide. The district migrant staff had access to students' grades and attendance, so they could monitor individual students' progress. Achievement test data were reported to the state for grades 4 and 8. The state disaggregated the data by migrant status and returned them to the school and district, so the school had data disaggregated by migrant status.

Services for Migrant Students

Migrant program funding levels in the county have diminished dramatically in the past several years; it was cut 30 percent in 1992-93 alone. Prior to the funding cut, the migrant program employed a language arts teacher who served migrant students in a pull-out program. That position was eliminated due to the reduction in funding.

The migrant services are provided at the district level; staff, rather than funds, are assigned to individual schools. Migrant staff assigned to schools recruited migrant families, translated materials into Spanish when necessary, worked with the guidance office on enrollment, and made home visits.

Migrant advocates spent a portion of each day at their assigned schools, and the remainder of their time at the district migrant office or making home visits.

The district operated a summer migrant program. Migrant staff provided packets for migrant students to complete, and advocates conducted home visits to work with students on the packets. The migrant program also offered Portable Assisted Study Sequence (PASS) classes, and sent migrant students to Florida's Summer Institutes. Migrant students from Davis could participate in this program.

The migrant staff made some efforts to serve out-of-school migrant youth, but with limited success. In particular, they tried to enroll out-of-school youths in General Educational Development (GED) programs. Since migrant advocates were based partly at the schools, they had less opportunities to interact with out-of-school youths. In previous years, migrant staff were housed at the district migrant office and spent more time interacting with migrant workers at the office, in the fields, or in residential neighborhoods.

Parent Involvement

One of the schoolwide program goals was to improve parental involvement. School staff increased the number of parent-teacher conferences, held an open house at the beginning of the school year, organized family nights to draw parents into the school, and increased the level of communication between parents and school personnel. Parents were included in the SAC, and on the school improvement goals committees. Parents were also surveyed each year about their needs and their reactions to the school's programming. There was agreement among migrant parents and staff that migrant parents were more comfortable and closely associated with the district's migrant program office than the school. No specific efforts were made to address migrant parent involvement in the schoolwide program.

Teton Elementary (Idaho)

Context

Teton Elementary is located in a small school district sitting amidst agricultural eastern Idaho. The economy of the area revolves around agriculture, primarily potato farming and ranching. The school district contains three schools--Teton Elementary, a middle school, and a high school. All three schools receive Title I funds; the elementary is the only schoolwide. The district enrolls about 1,000 students, 10 percent of whom are minority. Most of the minority students are Hispanic. The district enrolls about 94 LEP students and 64 migrant students.

Most migrants in the district are Hispanic and come to the area from Mexico to work on the potato crop. The population is fairly stable. Once migrants arrive in the area, they tend to stay. Many migrants are LEP. In fact, there is considerable overlap between the LEP population and the migrant population.

The elementary school enrolls 320 students in grades K through 4, in addition to 20 preschool children. Fifty-three percent of students are eligible for free or reduced price lunches. Like the district, the school has a small minority population, primarily Hispanic. The school has a migrant enrollment of 36 students, and it enrolls 33 LEP students. Many migrant students are also LEP. The district/school offers a summer program for Title I and migrant students in pre K through grade 8. The school does not offer extended day or year services because of community resistance to the idea.

Because the district is small, administrators and other staff tend to wear more than one hat. For example, the principal of the elementary school is also the district migrant director. The district Title I coordinator has her office at the elementary school. The migrant home-school liaison also serves as the migrant recruiter, the migrant records clerk, and the ESL/bilingual coordinator. At least in terms of elementary education, staff seemed to think of the school and the district as one and the same. School and district-level decision-making are often synonymous.

Schoolwide Program

Teton's schoolwide program exists in the context of a collaborative, integrated approach to teaching that the school adopted 3 years ago. The principal and other staff wanted to see more collaboration among teachers. They were not happy with pull-out models for special needs students that used separate curricula not necessarily related to the regular classroom curriculum. So the school closed its resource room and adopted an inclusive learning model. Under this model, all students are served primarily in the regular classroom. The regular classroom teachers are assisted by the special education teacher, 4 one-on-one special education aides, the Title I teacher, 5 Title I aides, and the migrant home-school liaison. For each class, all relevant teachers, staff, and aides hold weekly meetings to discuss the progress of students and to make decisions about modifications to the types and delivery of services, with particular focus on at-risk or special needs students such as students with IEPs or low achieving students. To the extent that there are still pull-outs, they mostly occur with individual students or groups of students and take place within the regular classroom. Decisions about when these pull-outs occur and about other modifications made for individual students are made at the weekly meetings. Generally, teaching strategies are based on the week-to-week needs of students.

The schoolwide option fit very neatly into this environment. Teton was completing its first year as a schoolwide program in the spring of 1997. The program focuses on low achieving students generally. The schoolwide plan sets 3 main goals for each year based on the needs assessment. The goals for the first year were increased technology reading, and spelling. Although the school considers migrant funds to be blended into the schoolwide; the funds pay the salary of the home-school liaison who works almost exclusively with migrant students.

Under the schoolwide, aides spend their time in the regular classroom and do not pull students out. Classroom teachers make the decisions about the scheduling of aides. Every classroom has an aide for half the day. Pull-outs have not been eliminated entirely, however. As needed, there is still some limited pull-out of students by the Title I teacher and the migrant home-school liaison, but it is closely coordinated with the classroom teacher and timed to miss the least amount of regular classroom instruction.

Over the year, the Title I teacher used reading recovery materials and worked with successive groups of low achieving 1st graders. She worked with each child for half an hour each day until they were ready to be reintegrated into the regular classroom curriculum. She occasionally attended the weekly classroom meetings to get a sense of the progress of her students overall.

The biggest changes that came with the advent of the schoolwide were the full integration of aides into the regular classroom, more aide time available to each teacher, and smaller class sizes. Teachers were uniformly enthusiastic about these changes. Before the schoolwide and the adoption of the inclusive learning model, Title I students were pulled out of class frequently and, as the Title I teacher put it, "no one had responsibility for them." Another teacher said that the overall climate had improved and that "aides belong to the whole class now." Title I funds still are used mostly to pay the salary of the Title I teacher, but the uses of the money have broadened as Title I staff and supplies reach more students.

Planning and Implementation

The decision to become a schoolwide program was seen as a natural one after the implementation of the inclusive learning model. The planning team consisted of the principal, the Title I teacher, the special education teacher, teachers from each grade level, and 6 parents. District staff, especially the Title I coordinator, were closely involved in the planning process. The migrant program was involved in planning because the principal is also the district migrant director. School staff felt well supported by the superintendent and the school board. During the planning year, staff received assistance from the state in the form of several state-sponsored workshops. Some were held in the capital, but most were regional. The principal, Title I coordinator, Title I teacher, and a classroom teacher attended the workshops. Groups of teachers drafted sections of the schoolwide plan and the principal pulled it together into one document.

Needs Assessment

The needs assessment included examination of test scores, surveys of parents, and discussions with teachers. The needs of migrant students were considered as part of the total profile of the school. The migrant parent response rate to the parent survey was 100 percent. The needs of subgroups of students were not separately identified because of the school's belief in meeting the individual needs of individual students. The one exception was LEP students whose need for language services was discussed.

School and district staff views of the unique needs of migrant students varied. Some felt that the primary need was language given that many migrant students were LEP. Others cited needs of migrant parents such as ESL classes and parenting classes. Some felt that social transition and continuity of education were important. Still others felt that migrant students were well integrated and did not really have many unique needs.

The academic needs of individual migrant students are determined the same way that the needs of any other students are determined. Their needs for support services are assessed by the migrant home-school liaison.

Services for Migrant Students

Academically, migrant students are served in the regular classroom along with all other students. To the extent that individual migrant students have special needs, they receive services based on those needs. The Title I teacher said that a slightly higher proportion of migrant students are served in her reading recovery program. Students who are LEP receive extra tutoring from aides and from the migrant home-school liaison. The only distinct academic service is the Title I/migrant summer school provided by the district.

Migrant students receive a number of support services, mostly delivered through the home-school liaison. The home-school liaison recruits families through employer surveys and through word of mouth. She works closely with newly identified parents through the entire registration process. She translates all materials that go home to LEP parents and she participates as a translator in parent-teacher conferences. In addition, the migrant program tries to see to it that each school in the district has at least one Spanish-speaking aide. The migrant program coordinates with social services agencies and local voluntary organizations to provide services to migrant families such as health services, glasses, clothing, etc. The school itself has a nurse, counselor, speech specialist, and psychologist who serve all students.

The district migrant program offers some services geared specifically to migrant parents. It has offered parenting classes and ESL class taught by the home-school liaison. There is also a parent advisory council.

Achievement

Idaho has no overarching set of grade and subject specific content and performance standards. The state is still working on them. Similarly, there is no all encompassing state assessment. The state does use some grade and subject specific tests, however. For the schoolwide as a whole, achievement is measured by scores on standardized tests, classroom work, and teacher observation. By these measures, the principal feels that the school is doing better on the whole than they were under the old pull-out model.

Achievement data are not disaggregated by subgroup for analysis or reporting, although at the end of each year, the home-school liaison pulls the test scores of migrant students to check their progress. Generally, achievement for migrant students is measured individually, as it is for all students.

Oversight

The district monitors whether the schoolwide is meeting the needs of all students and migrant students through a combination of test scores and needs assessment surveys. The state department of education is ultimately responsible for monitoring the success of the schoolwide as a whole. The school sends reports at the end of the year to the state department documenting the use of funds in the schoolwide. The school is also audited by the state.

Migrant Parents

School staff and migrant parents seem generally happy with one another. Teachers feel that migrant parent involvement is good--parents respond to surveys and attend parent-teacher conferences. They feel that migrant parents try to stay involved in their children's school work. Regular classroom teachers, the Title I teacher, and the home-school liaison regularly send information home to parents about school work. The home-school liaison translates documents as needed and serves as a translator in parent-teacher meetings as needed. Teachers seemed to make an effort to reach out to migrant parents. Some have made home visits to migrant parents. Achievement data are given to parents during parent-teacher conferences. One teacher said that she often tried to graph test score information to make it easier for parents to understand. As mentioned earlier, the migrant program has also provided ESL and parenting classes to parents.

Migrant parents seemed happy about the communication from the school. They felt that they received sufficient and timely information, and were always able to have their questions answered. They seemed pleased with the migrant program and its services, and they seemed pleased with the instructional services their children were receiving.

Neil Armstrong Elementary (Idaho)

Context

Neil Armstrong Elementary's school's district is centered in a small town in eastern Idaho. The area is agricultural, with the potato crop being dominant. The district enrolls 4,300 students. It contains 11 schools, 10 regular schools and one alternative school. There are 7 elementary, 1 middle, and 1 high school. Six of the elementary schools receive Title I funds. All of those are schoolwides. The minority population in the district is small, about 5 percent Hispanic and less than 1 percent other ethnicities. About 4 percent of students are limited English proficient, and the district has a poverty rate overall of about 45 percent.

Most migrants in the district are Hispanic and come to the area from Mexico to work on the potato crop. The population is stable, with most migrants coming to the area and staying. Movement in and out of the district is occasional and often occurs in the summer. Only a small percentage of students enter school one month or more into the school year. Many migrants are limited English proficient.

Neil Armstrong Elementary has an enrollment of 361 students in grades K through 4. About 60 percent are eligible for free or reduced price lunches. Similar to the district, the school's minority population is small and primarily Hispanic. The migrant enrollment is 12 students, all of whom are Hispanic. In fact the overlap of Hispanic, migrant, and LEP students is almost complete. Only 1 student who is LEP is not also migrant. Similarly, only 1 Hispanic student is not also migrant. Most migrants enroll at the beginning of the school year. The school does not offer extended day or year services per se, but does operate an after school homework club. The district offers a summer school for which migrant students are able to enroll first and do not have to pay. Other students may enroll on a space-available basis and must pay to attend.

Schoolwide Program

Neil Armstrong's schoolwide program was in its second year in spring 1997. It represented a general shift in the district toward the provision of more services to students in the regular classroom and away from pull-out models of instruction. School and district staff seemed to feel that they were still in a period of adjustment. The schoolwide program addresses a set of general priorities or goals that covered curriculum and instruction, discipline, staff development and parent involvement. The resources were focused on reading, language arts, and math rather than on specific groups of students. The schoolwide budget consists almost exclusively of Title I funds. The migrant program is run by the district and migrant staff are paid by the district, so migrant funds are not blended to any significant degree. A small amount of migrant dollars was included in the schoolwide budget and it goes toward the salary of an aide who works exclusively with migrant students.

Instructionally, the schoolwide has resulted in fewer pull-outs and more in-class assistance for teachers, mostly in the form of instructional aides. The school has 6 aides plus the Title I specialist (who is a certified teacher) and a migrant aide. The 6 aides divide their time among classes with somewhat more resources being directed to the lower grades. The Title I specialist works with classroom teachers, usually splitting classes into smaller groups. She also does some pull-outs based on the needs of the students. The year of the visit she was focusing on the 2nd and 4th grades and working with students on reading and math. Generally she tried to give each teacher at least half an hour of reading assistance and half an hour of math assistance each day. If a given classroom contained very low achieving students or students with individual education plans (IEPs), she spent more time as needed. With the schoolwide program, she feels that she spends more time in classrooms. Earlier, pull-outs were scheduled every day. Now they are conducted more sporadically on an as-needed basis.

Planning and Implementation

The district Title I Director gave principals preliminary information about schoolwide programs, which indicated that schoolwides would give schools more flexibility and were consistent with the direction in which the district was moving already. The district viewed the implementation of schoolwides and its general move away from pull-out models of instruction as a means of driving improved instruction generally.

The district role in the decision-making and planning process was to offer support to the schools as needed. For example, the Title I director was closely involved in training for teachers on dealing with the greater variety of students who would be in their classes. The district migrant program was involved in the planning process in the person of the Title I director, who also serves as the migrant director. He made the decisions about migrant funds. Migrant services were not an issue during the schoolwide planning process because services and decision-making for migrant students were district, not school, responsibilities. During the planning year, the school received assistance from the state that consisted of a series of workshops in the state capital and regionally.

The school planning team consisted of the principal, the Title I specialist, teachers representing each grade level, and parents. Members of the planning team attended the state workshops. Everyone on the planning team participated in preparing the schoolwide plan, with various committees responsible for sections of the plan. Although the migrant director, in the person of the Title I director, was involved in planning, no other migrant staff were involved in the school-level planning process.

Needs Assessment

The needs assessment consisted of an examination of test scores and the results of parent and teacher surveys. Groups of staff were responsible for delineating different areas of need. The needs of migrants as a group were not addressed separately. As one staff member put it, "it didn't occur to us." The language needs of LEP students were recognized in the schoolwide plan.

Not surprisingly, given the overlap between the LEP and migrant populations in the school, language needs were frequently cited by school staff as among the most important of migrant student needs. As one teacher said, "sometimes we don't understand their thinking processes." The other significant needs cited were related to cultural differences. In particular, staff felt that migrant students needed to feel as though they belonged in the school and needed to feel equal to other students. Self esteem was also cited.

The academic needs of individual migrant students are not determined differently from the needs of any other individual students. The home-school coordinator determines their support services needs.

Services for Migrant Students

Migrant students receive instructional services in the regular classroom along with all other students. Based on individual need, they may receive supplemental services from the Title I specialist or aides either in class or in pull-outs. The school operates an after-school homework club for half an hour 4 days per week. It is open to everyone, but the majority of students attending is migrant.

Migrant students receive supplemental services based on their LEP or migrant status from district personnel. These services are delivered in the school. The district migrant home-school coordinator is also the migrant recruiter and serves as the primary liaison between migrant families and the schools. She identifies support services needs of migrant families and coordinates the delivery of support services. She also hires the migrant aides in the schools. Neil Armstrong has a migrant aide who provides supplemental tutoring as needed to migrant students. She works with students both in the classroom and in pull-out settings. She is also a district employee and works in two schools. A native Spanish speaker, she can provide some ESL assistance to LEP students. Migrant students also have access to a district-wide and district-operated migrant summer school. Other students may attend by paying tuition if slots remain after migrant students have enrolled.

During 1996-97, the district created a new position, that of LEP coordinator. Her job was to monitor the curriculum for LEP students in the district. She was spending three-fourths of her time at Neil Armstrong and one-fourth time at other schools. At least half of her time at Neil Armstrong was spent assisting the resource teacher. Her program had not yet solidified but, for obvious reasons, she intended to focus on language instruction.

Support services are often coordinated with local voluntary organizations and social services agencies and include some medical and dental visits, glasses from the Lions Club, and the like. They are the responsibility of the MEP and are managed by the home-school coordinator. Services generally for migrant students, both instructional and support, have not changed much with the advent of the schoolwide program.

Achievement

Idaho is still working on grade and subject specific content and performance standards and there is no overarching state assessment. The school district had developed new math and reading standards and was working on developing its own assessments. The school measures achievement through standardized tests such as the Iowa Test of Basic Skills, state subject assessments in math and writing, and grades. Achievement data are not disaggregated by subgroup, although the LEP coordinator and migrant aide (both in their first year during 1996-97) were maintaining files on LEP and migrant students containing achievement information and test scores.

Oversight

The schoolwide planning team and the principal review the effectiveness of the schoolwide program as a whole. The Title I specialist reviews test scores to see that needs are being met. The district and ultimately the state are responsible for monitoring whether needs are being met and the success of the schoolwide program for all students.

For migrants, the district, specifically the home-school coordinator, is responsible for monitoring the success of the schoolwide. The LEP coordinator also reviews whether the needs of LEP students are being addressed.

Migrant Parents

The school reaches out to all parents including migrant parents. As the principal put it, "the better parents know us the better they like us." Much of the contact with migrant parents was through MEP staff, specifically the home-school coordinator and the migrant aide. They are available to translate during parent teacher conferences if needed. Achievement data are given to parents during parent-teacher conferences. The migrant aide also translates materials sent home to parents if teachers request it. Some migrant staff felt that more materials should be translated, but parents seemed generally content on this score. The home-school coordinator often refers parents to free ESL classes at a nearby college. The migrant aide routinely talks to parents about their children's progress. She has visited their homes to help with homework on occasion. The LEP coordinator had plans to form a parent group where Hispanic and non-Hispanic parents could teach each other English and Spanish.

Migrant parents seemed generally pleased with the school. One of their main concerns was helping their children with their homework. Several found the homework club to be very helpful. They were pleased with the migrant program and satisfied with the communication with the school.

Bluegrass Elementary (Kentucky)

Context

Bluegrass Elementary is located in a rural school district in eastern Kentucky. The county has a population of about 10,000 people and the district enrolls about 1,800 students. The district contains three elementary schools, a middle school, and a high school. All schools receive Title I funds. The elementary and middle schools are schoolwide programs; the high school has remained a targeted assistance school. The ethnic composition of the district is about 98 percent white and 2 percent African American.

Bluegrass Elementary has an enrollment of 117 students in grades K-4 in addition to 18 preschoolers. The ethnic composition of the school is the same as the district--98 percent white and about 2 percent African American. Sixty-six percent of students are eligible for the free or reduced price lunch program, although the principal feels that the actual poverty rate in the school is somewhat higher. The school operates under site-based management. It does not have summer or inter-session programs, but does operate an extended day program for for students having academic difficulty.

The primary crop in the area is tobacco and most migrant families are involved in tobacco farming. The migrant population in the district is fairly stable, and to the extent that migrants move, it is mostly from county to county within state. There are about 365 migrant students in the district. Their ethnic composition reflects that of the district, about 95 percent white. Bluegrass Elementary has about 33 migrant students.

The migrant program in the county is operated entirely at the district level. All supplemental services to migrant students are delivered by district migrant staff. The district`maintains all migrant data, and individual schools do not separately identify migrant students or maintain any separate data.

All academic initiatives in the state operate in the context of the Kentucky Education Reform Act (KERA). Passed in 1990, it is an ambitious effort to overhaul elementary and secondary education in the state. It includes an early learning profile that contains standards for every subject area. The act emphasized multi-age, multi-ability classrooms, learning in groups, continuous progress, and technology. It also set aside funds for professional development. Progress toward the standards is measured by a statewide assessment, the Kentucky Instructional Results Information System (KIRIS). The state requires schools that do not show specified improvement in test scores to develop a School Transformation Plan. This plan requires a yearly schoolwide needs assessment similar to that required for schoolwide programs. The school district prefers that all schools develop school transformation plans regardless of their test scores.

Schoolwide Program

Bluegrass's schoolwide program was completing its first year at the time of the visit. Title I and Migrant funds were the main federal program funds included in the schoolwide. Migrant funds are partially blended. A portion of the district migrant dollars were allocated to fund four aides in the district's elementary schools. Bluegrass has one of these half-time migrant-funded aides.

Under the schoolwide program, the Title I teacher spends time with all students in the school during the year. She is also the technology coordinator and runs the computer lab. She works with different groups of students either in classes or in the computer lab. In the past, she worked with Title I students on reading. Under the schoolwide, she works with many students on reading in relation to content areas. The work she does is tied to units that specific classes are working on and her involvement with classroom teachers is fully integrated into the classroom curriculum.

Planning and Implementation

Planning for the schoolwide involved close consultation between the school and the district with some consultation with parents. Initially, the Title I coordinator of the district provided information on schoolwide programs to the schools. The decision about whether to become a schoolwide was left to the individual schools. The principal discussed the pros and cons with the faculty and presented the idea to the school council, which consisted of the principal, 3 teachers, and 2 parents. A schoolwide program was attractive because of the increased flexibility, the ability to use resources for the entire school, and the promise of fewer pull-outs.

The planning committee consisted of the district Title I coordinator, the principal, and the Title I teacher. Because the school's faculty is small, all the faculty had input into the planning and needs assessment process. As one classroom teacher put it, everyone was involved either formally or informally. Throughout the process, the district Title I coordinator was consulted and gave advice about the budget and made some recommendations as to what could be spent where. The Title I teacher attended state-sponsored workshops on schoolwide programs. The Title I coordinator consulted with the state migrant office regarding the blending of migrant funds. The decision to blend a portion of migrant funds was made at the district level, but not by the migrant office per se. The district superintendent was the formal head of the migrant program and made the budgetary decisions. During the school-level planning process, no separate consideration was given to migrant students and the school did not consult with the district migrant office. The principal was the primary author of the schoolwide plan itself. Bluegrass did not use a full planning year for the schoolwide because the process fit into the KERA-required yearly needs assessment and school transformation plan.

Needs Assessment

KERA requires schools to conduct yearly needs assessments that use standardized test scores and surveys of stakeholders. The needs assessment for the schoolwide program piggybacked neatly onto this. The statewide assessment is the primary tool used to determine academic needs in the district, both for the schoolwide plan and the school transformation plan. The needs assessment consisted of an examination of KIRIS scores as well as California Achievement Test scores. The school also conducted surveys of teachers and parents. The needs assessment data were considered on a schoolwide basis. The needs of specific sub-groups of students, including migrants, were not considered separately. The needs assessment resulted in four major areas of need for the school: 1) curriculum and assessment alignment; 2) science; 3) reading vocabulary and comprehension; and 4) parent involvement.

There was not a strong sense in the school that the needs of migrant students differed in any major way from the needs of other students. School administrators and the Title I teacher do not know who the migrant students are because they are not identified at the school level. Classroom teachers, however, are aware of the migrant students in their classes because of contact with the migrant program. Classroom teachers also do not see great differences between migrant students and non-migrant students. Staff in the migrant office cited mobility, poverty, broken homes, being behind academically, self-esteem, and "fitting in in general" as needs of migrant students.

Although the needs of migrant students as a group are not separately considered in the school, the district migrant office sends a needs assessment form to the classroom teachers of migrant students each year. This form asks the teacher to complete a checklist for each migrant student indicating areas of need (academic, health, social, etc.) and to complete a checklist of recommended interventions.

Services for Migrant Students

At the school level, instructional services for migrant students during the school year do not differ from those offered to non-migrant students. In class, they participate with non-migrant students, with any variations being based on individual needs. The migrant office provides very limited instructional services during the school year. Specifically, the office contains various books, dictionaries, and videos, in addition to a computer with access to the Internet. (None of the schools in the district has access to the Internet.)

The instructional services provided by the migrant office occur for the most part in the summer in the form of a district-wide migrant summer school. The summer school lasts from 3 to 5 weeks depending on enrollment and funding. It offers instruction in reading and math, enrichment activities such as field trips, and swimming lessons.

During the school year, the main focus of the district's migrant program is support services. For example, at the beginning of the school year the program distributes pencils, notebooks, and calculators. The program provides counseling and guidance to students, keeps track of student grades and achievement, and provides clothing, glasses, and transportation to the doctor. In addition to the educational materials available to migrant students during the school year, the program organizes occasional field trips for migrant students. The migrant office also coordinates with various county and district social services offices and makes referrals when needed. Staff from the migrant office keep in touch with migrant families and occasionally make home visits. The parent advisory council is active.

The advent of schoolwide programs in the district has not changed these basic services or the way in which they are delivered because of the centralized nature of the migrant program in the district. As one migrant office staff put it, "we don't really fit in with schoolwide programs."

Achievement

Since the school does not separately identify migrant students, it does not maintain separate data on migrant student achievement. For the school as a whole, achievement is measured against state standards mostly by means of the state assessment. Bluegrass also uses other standardized tests such as the California Achievement Test and the Comprehensive Test of Basic Skills. The district migrant office keeps track of test scores and achievement generally for migrant students and measures achievement against any identified needs.

Oversight

The district Title I coordinator has primary responsibility for monitoring the success of the schoolwide program. For the most part, this success is measured by the school's performance on the statewide assessment. The district migrant office and, ultimately, the state migrant office monitor the success of migrant students within the schoolwide program. The district, in the person of the superintendent, is responsible for monitoring the use of migrant funds in the schoolwide.

Migrant Parents

Parent involvement was one of the areas needing improvement according to Bluegrass's needs assessment for the schoolwide. Surveys of parents indicated that many parents did not feel welcome in the school, felt there was a lack of communication between school and home regarding student progress, and wanted more involvement in decision-making.

Two parents served on the school council during planning for the schoolwide and information about the schoolwide was presented to the parent-teacher organization. No migrant parents served on the school council during schoolwide planning (though migrant parents had served on the council in the past), but some migrant parents were active in the Parent Teacher Organization (PTO).

Migrant parents seemed to echo the sentiments of parents generally in the needs assessment surveys. In spite of this, some migrant parents liked Bluegrass because of its small size, and some mentioned improvements in routine communication about school work. Migrant parents identified with the MEP and felt that the migrant program staff were strong advocates for their children.

Mountain Middle School (Kentucky)

Context

Mountain Middle School is located in a rural school district in eastern Kentucky. The county has a population of about 10,000 people and the district enrolls about 1,800 students. The district contains three elementary schools, a middle school, and a high school. All schools receive Title I. The elementary and middle schools are schoolwide programs; the high school has remained a targeted assistance school. The ethnic composition of the district is about 98 percent white and 2 percent African American.

Mountain Middle has an enrollment of 575 in grades 5 through 8. The ethnic composition of the school is the same as of the district--about 98 percent white and about 2 percent minority. At the start of the school year, the school had an enrollment of 6 African Americans and 1 Hispanic student. About 54 percent of the students are eligible for the free or reduced price lunch program. By state and district policy, the school is a site-based management school. It does not have a summer school program, but does have an Extended School Services program, which is an after-school tutorial program for students having academic difficulty.

The primary crop in the area is tobacco and most migrant families are involved in tobacco farming. The migrant population in the district is fairly stable, and to the extent that migrants move it is mostly within state from county to county. There are about 365 migrant students in the district. Their ethnic composition reflects that of the district, about 95 percent white. Mountain Middle has an enrollment of about 85 migrant students.

The migrant program is operated entirely at the district level. All supplemental services to migrant students are delivered by district migrant staff. The district maintains all migrant data, and individual schools do not separately identify migrant students or maintain any separate data.

All academic initiatives in the state operate in the context of the Kentucky Education Reform Act (KERA). Passed in 1990, it was an ambitious effort to overhaul elementary and secondary education in the state. It includes an early learning profile that contains standards for every subject area. The act emphasized multi-age, multi-ability classrooms, learning in groups, continuous progress, and technology. It also set aside funds for professional development. Progress toward the standards is measured by a statewide assessment, the Kentucky Instructional Results Information Systems (KIRIS). The state requires schools that do not show specified improvement in test scores to develop a School Transformation Plan. This plan requires a yearly schoolwide needs assessment similar to that required for schoolwide programs. The school district prefers that all schools develop school transformation plans regardless of their test scores.

Schoolwide Program

Mountain Middle was one of the first schools in the district to become a schoolwide. It was completing its second year as a schoolwide at the time of the visit. Migrant funds are not part of its schoolwide program.

The general academic focus of the schoolwide is science. The school's Title I teacher in the past worked in classes with Title I students, primarily on language arts. Under the schoolwide, she runs the computer lab, and as a result comes into contact with all students in the school through the course of the year. Each grade spends 6 weeks in the computer lab, where the teacher works with students on a variety of tasks and subject matter. Most recently, she had been focusing on science and reading comprehension.

Planning and Implementation

Planning for the schoolwide involved close consultation between the school and the district with some consultation with parents. Initially, the Title I coordinator of the district provided information on schoolwide programs to schools in the district. The decision about whether to become a schoolwide was left to the individual schools. The middle school principal at the time of the visit was not at the school during planning for the schoolwide, so specific planning and decision-making information about the process was limited. According to the schoolwide plan, administrators, teachers, and parents were involved in the planning process. The schoolwide was discussed during meetings of the school's administrative body, the school council, and several planning sessions were held between principal and faculty. During the process, the Title I coordinator was consulted and gave advice primarily regarding the budget.

During the school-level planning process, no separate consideration was given to migrant students and the school did not consult with the district migrant office. The former principal was the primary author of the schoolwide plan itself and transferred the responsibility to the Title I teacher in subsequent years.

Needs Assessment

KERA requires schools to conduct yearly needs assessments that use standardized test scores and surveys of stakeholders. The needs assessment for the schoolwide program piggybacked neatly onto this. The statewide assessment is the primary tool used to determine academic needs in the district, both for the schoolwide plan and the school transformation plan. The needs assessment consisted of an examination of KIRIS scores as well as other standardized test scores. The school also conducted surveys of teachers and parents. The needs assessment data were considered on a schoolwide basis. The needs of specific sub-groups of students, including migrants, were not considered separately. The needs assessment resulted in four major areas of need for the school: 1) curriculum alignment, 2) science; 3) technology; and 4) writing.

There was not a strong sense in the school that the needs of migrant students differed in any major way from the needs of other students. School administrators and the Title I teacher do not know who the migrant students are because they are not identified at the school level. Classroom teachers, however, are aware of the migrant students in their classes because of contact with the migrant program. Teachers also do not see great differences between migrant students and non-migrant students. Staff in the migrant office cited mobility, poverty, broken homes, being behind academically, self esteem, and "fitting in in general" as needs of migrant students.

Although the needs of migrant students as a group are not separately considered in the school, the district migrant office sends a needs assessment form to the classroom teachers of migrant students each year. This form asks the teacher to complete a checklist for each migrant student indicating areas of need (academic, health, social, etc.) and to complete a checklist of recommended interventions.

Services for Migrant Students

At the school level, instructional services for migrant students during the school year do not differ from those offered to non-migrant students. In class, they participate with non-migrant students, with any variations being based on individual needs. The migrant office provides very limited instructional services during the school year. Specifically, the office contains various books, dictionaries, and videos, in addition to a computer with access to the Internet. (None of the schools in the district has access to the Internet.)

The instructional services provided by the migrant office occur for the most part in the summer in the form of a district-wide migrant summer school. The summer school lasts from 3 to 5 weeks depending on enrollment and funding. It offers instruction in reading and math, enrichment activities such as field trips, and swimming lessons.

During the school year, the main focus of the district's migrant program is support services. For example, at the beginning of the school year the program distributes pencils, notebooks, and calculators. The program provides counseling and guidance to students, keeps track of student grades and achievement, and provides clothing, glasses, and transportation to the doctor. In addition to the educational materials available to migrant students during the school year, the program organizes occasional field trips for migrant students. The migrant office also coordinates with various county and district social services offices and makes referrals when needed. Staff from the migrant office keep in touch with migrant families and occasionally make home visits. The parent advisory council is active.

The advent of schoolwide programs in the district has not changed these basic services or the way in which they are delivered because of the centralized nature of the migrant program in the district. As one migrant office staff put it, "we don't really fit in with schoolwide programs."

Achievement

Since the school does not separately identify migrant students, it does not maintain separate data on migrant student achievement. For the school as a whole, achievement is measured against state standards mostly by means of the state assessment. The school also uses other standardized tests such as the California Achievement Test and the Comprehensive Test of Basic Skills. The district migrant office keeps track of test scores and achievement generally for migrant students and measures achievement against any identified needs.

Oversight

The district Title I coordinator has primary responsibility for monitoring the success of the schoolwide program. For the most part, this success is measured by the school's performance on the statewide assessment. The district migrant office and, ultimately, the state migrant office monitor the success of migrant students within the schoolwide program. The district, in the person of the superintendent, is responsible for monitoring the use of migrant funds in the schoolwide.

Migrant Parents

Migrant parent involvement in the school system seemed to be primarily through the migrant PAC. Teachers in the school spoke of minimal parent involvement and surveys of parents conducted for the needs assessment indicated that many parents felt a lack of communication with the school and also sometimes felt less than welcome in the school. Migrant parents agreed with these sentiments, but spoke very positively about the migrant program. They felt that the district migrant staff were strong advocates for their children.

Pioneer Elementary School (Oregon)

Context

Pioneer Elementary School is in a small, rural district in northeastern Oregon. The district serves almost 2,000 students in five schools--three elementary, one middle, and one high school. Students in the district are predominantly white (63 percent), with a sizeable, rapidly growing Hispanic population (37 percent). Districtwide, 53 percent of students are eligible for free or reduced price lunches, and 34 percent are LEP. The three elementary schools in the district all receive Title I funding. Of the three elementary schools, one is a schoolwide program and two will implement schoolwide programs in 1997-98. The district's middle school will begin planning its schoolwide program in 1997-98.

The migrant population in the area is gradually settling out. Migrant families spend most of the year working in various local agricultural industries, including fruit, asparagus, onions, and other vegetables. There is little agricultural work in November and December, so some families go to Mexico to visit family or work their family farms, returning in time for late winter employment.

Pioneer Elementary School enrolls 374 children in grades K through 2. Of those students, 79 percent are eligible for free or reduced price lunches, and 22 percent are eligible for support under the migrant education program.

The school and the district have developed a number of educational initiatives to meet the needs of its students. The district runs an off-site hands-on science program, supported by local farmers, in which students participate in applied science projects. The high school science teacher runs the program for the elementary school; it draws heavily from community volunteers.

Pioneer Elementary is in the second year of a five-year Title VII (Bilingual Education) schoolwide grant to develop and provide programming for LEP students. The grant provides funding for four teachers and four instructional aides, all of whom are bilingual in Spanish and English. The teachers and aides spend 30 minutes per day in each classroom, and pull out small reading groups for primary language instruction in Spanish. Students are selected for primary language instruction based on their home language, parental support for primary language instruction, and need. The Title VII grant provides some support services for all students, such as transportation, making doctor's appointments, monitoring student attendance, and translation. The Title VII grant also has a parent-training component.

Funds from the Title VII grant also support a dual-language kindergarten. The class is composed of one-third English only, one-third Spanish only, and one-third bilingual students. It is taught in both Spanish and English with the goal of teaching all students both languages. Enrollment in the class is voluntary. Many of the English-speaking children in the program are very high-achieving, and their parents see the dual language kindergarten as an enrichment program. Many of the

Spanish-speaking children are from migrant backgrounds. The school is planning to add a dual language first/second grade combination next year. The model has been very popular among parents Title VII also funds a four-week summer school program. It provides instruction in Spanish literacy for approximately 50 students in grades 1 to 4.

Schoolwide Program

Pioneer Elementary School used the 1994 and 1995 school years to plan its schoolwide program; the plan was first implemented in 1996-97. The schoolwide program combined funds from Title I and from an industry grant; all other school funds were kept separate. Prior to implementing the schoolwide program, Title I targeted assistance was used to provide reading support for eligible students in a pull-out model.

There were several components to the schoolwide program. First, one teacher and two instructional aides provided English reading support in a pull-out for 30 minutes per day, and in-class support in selected classes. Classroom teachers recommended which students would benefit from supplemental support. In 1996-97, the Title I room served about 90 students. The upper elementary school does not offer bilingual instruction, so staff at Pioneer try to transition students to reading in English by the end of second grade. The Title I schoolwide program helped with this transition.

The second component of the schoolwide program was after-school enrichment. From November through April, the schoolwide program provided after-school enrichment activities three days per week for an hour. The program was open to all students, but staff tried to limit participation to 65 students, or 20 if it used a computer-based activity. The primary goal of the after-school program was language development, but math and science were used as vehicles for that development.

The third component of the schoolwide program was a summer program that targeted language development through thematic instruction. It served 40 to 80 students across grades K through 5. It operated from 8:00 AM to 1:30 PM, and provided breakfast, lunch, and transportation. Two teachers, four instructional aides, and four high school-aged student assistants staffed the program. It ran parallel to a summer science program funded by the local power company. It adjourned for four weeks, then reopened for two weeks before the start of school. The program was available to all students in the school, including migrants.

In the fourth component of the schoolwide program, funds were used to promote preschool readiness through parent training. The program targeted physical development, language skills, group dynamics, and academics. Once a month, the school held parent training sessions and sent packets of materials home with families. One day a week, Title I staff invited parents to check out library books with their preschool children. The Title I staff conducted two book fairs a year to allow parents and students to purchase books at reduced prices. Reading contests, sponsored by local businesses, were also conducted to encourage students to read at home.

Fifth, some professional development was funded through the schoolwide program. (Other professional development funds were derived from Goals 2000, Title VII (Bilingual Education), and Title VI (Innovative Education Program Strategies).) Professional development in 1996-97 included monthly activities for instructional aides, and sessions for all staff on the accelerated reading program, technology, and district action research.

The school site council had primary responsibility for planning the schoolwide program. Individuals on the site council were elected by the groups they represent (e.g., teachers are elected by teachers). It included the principal, teachers, parents, and staff. No migrant parents were on the site council. The district provided information to the site council on schoolwide programs. Site council staff also visited other schools that were using a schoolwide program model. Once the schoolwide program plan was written, it was presented to the entire school staff, who also approved it.

In 1994-95, Pioneer did a comprehensive needs assessment, including reviews of demographic data, mobility rates, curricular materials, parent surveys, student surveys, and staff skill inventories. No standardized tests were used with the K-2 population. The school used a structured portfolio assessment system. It included checklists of language arts skills, results of mini-assessments, and theme tests. The needs assessment was reviewed in 1996-97; a new one will be completed in 1997-98. Needs identified in the schoolwide program plan include:

- students' general experiential knowledge and language skills,
- greater consistency in math instruction,
- more bilingual staff,
- greater parent involvement, and
- improved student attendance.

No special efforts were made to assess the needs of migrant students; their needs were seen by teachers and staff as much the same as the needs of all students, and were primarily tied to limited English proficiency and poverty. Support services were particularly critical, including medical care, dental care, eye care; literacy; and housing.

The Education Service District (ESD), which is a component of the SEA, recently developed a testing program that will be used to inform instruction and will produce scores comparable to the Oregon statewide testing program. The test produces a skill printout that shows what students have and have not mastered at a given level. Once the test is administered, the ESD will be able to disaggregate data by school, program (MEP, special education), and grade.

Many of the faculty and staff at Pioneer Elementary believed that the schoolwide program would change emphasis once the Title VII grant expired. Needs for bilingual support were met primarily through Title VII, allowing the schoolwide program to focus on English language development.

Services for Migrant Students

The migrant education program for the district was operated by the ESD which served districts in a two-county area. For 1997-98, the ESD was forced to reduce its migrant staff by 17. The migrant population in the area was shrinking as families settled out, and MEP funding decreased each of the past two years. The state migrant funding formula provided support for serving out-of-school youth, but there were not many out-of-school youth identified in the area, which further contributed to the ESD's reduced funding.

There were several components to the MEP. The ESD provided a preschool migrant program. Staff conducted weekly home visits with parents and their children. There was also a small migrant Head Start pre-kindergarten program.

The migrant program provided a home-school liaison and a part-time teacher at the high school. The part-time teacher worked with the newcomer center to acclimate recent immigrants or migrants to the school culture. The home-school liaison recruited families, facilitated school enrollment, made home visits, and referred families for social services.

The MEP ran a summer school program for children in grades K to 12. The program offered language arts, math, and English as a second language. It was housed at a local middle school, and ran from 7:30 AM to 2:00 PM. Breakfast and lunch were provided. The MEP also funded an instructional aide for the Title IA summer school program, which migrant students could also attend.

The ESD also offered services for migrant families, such as adult ESL, parenting classes, and community college courses. Some were offered locally; others were 25 miles away, where the ESD was located.

The school district recently applied for a grant to develop a distance learning program for migrant students. The program will use technology to enhance access to instruction for migrating students by lending students computers, putting their instructional programs on a world wide web site, and collecting assignments through e-mail. During their moves, students would continue to be enrolled in district schools, but would receive services through remote access to teachers and assignments.

Parent Involvement

Parent involvement was an important component of the schoolwide program. Monthly parent meetings were held. The meetings covered topics such as an introduction to the Title I program, seminars on how to help children in reading, science, and math, plans for the subsequent year, technology, and summer program availability.

Hispanic parents were apparently quite involved in school activities, but English-speaking parents were less involved. Because of the Title VII grant, there were several bilingual faculty on staff, although few were native speakers. Parents found it easy to come to the school to ask questions, attend conferences, and the like. Transportation and child care were the biggest impediments to parental participation. Parents at Pioneer were familiar with the district's migrant recruiter, but had more frequent contact with school staff.

Blue Spruce Middle School (Oregon)

Context

Blue Spruce is a small town in Oregon. The school district enrolls 3,385 students--58 percent are Hispanic, and 17 percent are from Russian-speaking backgrounds. Sixty-nine percent of students are eligible for free or reduced price lunches, and 52 percent are LEP. There are three elementary schools, one middle school, and one high school in the district; an additional middle school and high school will be added in 1997-98. All of the district's schools receive Title I support, and all have implemented the schoolwide program option.

Blue Spruce Middle School enrolls 763 students. The students are 58 percent Hispanic, 14 percent Russian, and 28 percent English speaking. Seventy-five percent of the school's students are from low income families. The LEP enrollment grew rapidly from 1991 to 1995, from approximately 175 to 425 students.

Turnover in the school enrollment is also increasing. It rose from 17 percent in 1992-93 to 32 percent in 1994-95. Forty-two percent of students who moved during the year attended less than 80 days of school at Blue Spruce. Two hundred thirteen students are eligible for the Migrant Education Program.

The total student enrollment at Blue Spruce peaks in late fall. In the winter, many Hispanic families go to Mexico. Some Hispanic students also leave school in May and June to work in the strawberry harvest. Russian families in the town have a somewhat different pattern of migration: many go to Alaska in the late spring and summer to work in the fishing industry. Many formerly migrant families have employment in year-round agricultural positions in nurseries or the timber industry.

Blue Spruce Middle School has undergone considerable change in the past several years in response to rapid growth and changing student needs. For example, the school implemented an English transition program as part of the schoolwide program and shortly before that, the school adopted a year-round calendar to address overcrowding.

For the year-round calendar, the student body and staff were divided into four teams. Three teams were in school at any one time on quarterly rotations. Next year, the district will be opening two new schools, which will reduce the enrollment at Blue Spruce by 300 students. Faculty and staff indicated they will be pleased to adopt a modified traditional calendar instead of the year-round calendar. One benefit of the year-round calendar was the option for some students to take a long break in December/January when many Hispanic families go to Mexico. Due to enrollment limits, however, not all families were given their first choice in schedule selection.

Schoolwide Program

Blue Spruce planned its schoolwide program in 1995-96 and implemented it in 1996-97. It blended funds from Title I and MEP, but all other federal education funds remained separate. The priorities for the schoolwide program were: (1) an English transition program; (2) academic achievement in reading, math, and writing; and (3) community/parent involvement.

With support from the district, Blue Spruce used its schoolwide program to develop an English transition program (ETP) for LEP students. The goal of the ETP was to transition students to English by ninth grade because the high school does not offer primary language instruction in Spanish. The ETP had four components. The first was a literacy center for students who are preliterate in their primary language. There was one such class in the school; it served 6 to 14 students in grades 6 through 8. The goal was to transition these students to a bilingual class within a year once they had acquired basic literacy skills, and had been introduced to the school culture.

The second component of the ETP was four bilingual classrooms, one on each team. These classes were cross-graded and self-contained. They provided instruction in the core academic areas, and mainstreamed students for lunch, art, elective classes, and physical education. The classes were taught in Spanish and English, and Russian and English, with a gradual increase in English language instruction by the end of the school year. If parents did not want their children to participate in primary language instruction, they could sign a waiver, but this has happened rarely. The school capped the bilingual classes at 25 students. All bilingual classroom teachers spoke Spanish and English. Next year, the faculty hopes to keep students in the bilingual classes longer, and to transition them into sheltered English classes. Some members of the faculty and staff felt Russian families were shortchanged because programming was geared toward the needs of Hispanics, not Russians. In fact, only one bilingual class had an instructional aide who was bilingual in English and Russian because the school found it very difficult to find faculty and staff who spoke Russian. To help address this situation, one teacher was going to Russia on a Fulbright scholarship this summer.

The third component of the ETP was the extended block classes. The extended block classes served both LEP and native English speakers who needed additional help in language development and reading. Class sizes were limited, and instruction was in English.

The fourth component of the ETP was mainstream classes. All mainstream classroom teachers received training in language acquisition and sheltered English instruction. The district supported professional development for teachers and instructional aides in sheltered English and Spanish.

The second goal of the schoolwide program was improved academic performance in reading, writing, and math. All teachers in the school increased their emphasis on these skills in their content classes. All classes used sustained silent reading. New math texts were purchased, and the math block was lengthened. All core academic teachers were responsible for teaching writing. Tests were required to have paragraph or essay components, and teachers encouraged proper spelling, grammar, and punctuation in all subjects.

The final goal of the schoolwide program was improved parent and community involvement. Student-led conferences, translators at all school functions, the translation of all written materials into three languages--English, Spanish, and Russian, and the addition of language classes for parents all contributed to meeting this goal. Student-led conferences, in which students presented their portfolios of work to their parents, greatly improved parental participation. ESL classes for Spanish-speaking parents, and Spanish classes for English-speaking parents also helped improve school-community relations.

Prior to implementing the schoolwide program, the staff at Blue Spruce had been frustrated with targeted assistance. They felt many needy students were not getting the help they required. The district dropout rate was high, and test scores were low. The district hired a new superintendent, who supported development of English transition programs, and the two reforms, English transition and schoolwide programs, went well together.

To inform the process of designing the schoolwide program, the district developed a school profile that summarized information from Comprehensive Test of Basic Skills (CTBS) scores, enrollment by ethnicity, attendance, mobility rates, poverty rates, state assessment scores, and ESL enrollment. Several faculty members noted that the schoolwide program promoted the use of data for planning and evaluation.

In 1994-95, about 18 percent of eighth graders scored in the basic range in reading performance on the state assessment; about 65 percent scored in the proficient range, and 17 percent scored in the advanced range. While the percentage of students in the basic range decreased over time, the school performance remained below average for the state. Documented strengths included:

- use of academic learning time,
- school and classroom climates,
- feedback and reinforcement for students,
- instructional materials and methods, and
- cultural diversity in the building.

Weaknesses included:

- parent and community involvement,
- use of evaluation results,
- performance on statewide assessment in reading, writing, and math, and
- system for meeting needs of LEP students.

The schoolwide program plan was developed by the site council, which was composed of teachers, staff, parents, and administrators. The district presented schoolwide programming as an alternative to targeted assistance, but the decision to adopt it was school-based. The schoolwide program plan was approved by the school staff, the district, and the state.

The district provided a great deal of support as the school developed its English transition program. They arranged visits to other schools, did research on program options, and provided staff development time. A Bilingual/ESL Masters program was offered at the school for teachers. In-service training was also offered in reading, writing, and math instruction, and use of the Language Assessment Scales (LAS) assessment.

A number of factors apparently drove the decision to blend migrant funding into the schoolwide program plan. First, the needs of migrant students were seen as much the same as the needs of all students. Language proficiency was seen as critical to student success, including migrant student success. Second, there was some dissatisfaction with the migrant pull-out program that was used under targeted assistance. Coordination with classroom teachers was lacking, and the program was seen as having limited utility.

Services for Migrant Students

Blue Spruce's migrant education program funds were blended into the schoolwide program, but the district continued to provide direct support to migrant students in a number of ways. First, the district ran a migrant summer school program that served students ages 5 through 13 during the day, and students 13 through 17 in the evening. About 200 children participated; the program offered swimming lessons, field trips, and parent nights as well as academic remedial and enrichment activities. Classes included woodcrafting, ESL, and Portable Assisted Study Sequence (PASS). Free meals were provided. The summer program was housed at the high school. In 1995-96, the district's migrant education program also ran an intersession program, but it was not very well attended and has been discontinued.

The district MEP supported students in leadership activities through participation in a range of conferences, college visitation, etc; provided a limited amount of funding for support services. The district also served out-of-school migrant youth through a PASS dropout prevention program and a community-college-based General Educational Development (GED) program.

There was a very active Parent Advisory Council (PAC) with many migrant parents involved on a district-wide basis. The PAC brought families and school personnel together for social and informational meetings. The PAC was working to promote the adoption of school uniforms.

Sunset Elementary School (Oregon)

Context

Sunset Elementary School is located in a high-poverty, urban area. The district enrolls more than 30,000 students; 29 percent are eligible for the free or reduced price lunch program, and 8 percent are LEP. The students in the district are primarily white (79 percent) or Hispanic (14 percent).

The district has 38 elementary schools and 15 secondary schools. Fourteen of the elementary schools and two of the secondary schools receive Title I support. Ten Title I schools ran schoolwide programs in 1996-97; three additional schools will implement schoolwide programs in 1997-98.

Migrant families work primarily in strawberries, nurseries, canneries, and trees. Many families are settling out, so there is no longer a regular pattern of migrancy in the area. Those who move go primarily to Mexico to visit their families in the winter, or they move locally to take advantage of short-term employment opportunities.

Sunset Elementary enrolls 540 students in grades K to 5. Ninety-seven percent of the students are eligible for free or reduced price lunches, and 41 percent are LEP. The students are primarily Hispanic (58 percent) or white (35 percent). There are between 175 and 215 migrant children enrolled in the school at any one time.

Sunset has a disproportionate percentage of the district's LEP and low income students not only because of the demographics of its neighborhood, but also because students are bused in from other neighborhoods to take advantage of its bilingual education program. Next year, the district will expand its bilingual program to include several other elementary schools, so Sunset's enrollment will decrease by about 100 students as a result.

Sunset has adopted a number of reform initiatives to address student needs. First, Sunset is on a year-round calendar, primarily in response to parent requests. Under this calendar, the school closes for several weeks in December and several weeks in the spring and the summer vacation is shortened. The faculty expressed some ambivalence about the year-round calendar; it can be especially difficult for those teachers and staff with children attending schools on a traditional calendar.

Other reforms include the bilingual program, computer laboratory, and a new language arts curriculum. Sunset offers primary language instruction for Spanish-speaking students. Because most of the middle schools in the district do not have bilingual programs, the program strives to transition students to English by the time they leave fifth grade. The school also recently adopted First Steps, a developmentally based whole language approach to K-5 English literacy.

Planning and Needs Assessment

Staff developed a schoolwide program because of the flexibility it offered in serving all students. Until the schoolwide program was adopted, Title I staff were employed by the district, and were not seen as part of the school's staff. The schoolwide program shifted control of the Title I program and staff to the school-building level, and gave the school the opportunity to develop its own Title I program.

The schoolwide program plan was developed by the school site council, which was composed of parents, teachers, staff, and administrators who were elected by the groups they represent. The site council received extensive support from the district in developing its schoolwide plan, but decisions were ultimately left at the school level. Staff consulted with other schools in the district, and attended conferences in preparation for developing and implementing the schoolwide program. They also coordinated their plans with district migrant program staff and homeless program staff.

Sunset conducted a thorough needs assessment to guide planning for the schoolwide program. During the planning year, parents were surveyed about their needs and the needs of their children. Tests used in the needs assessment included the Salem Comprehensive Test of Early Experiences; Title I screening test; teacher observation and classroom tests; Kingore (for identifying gifted and talented students); state reading, math, and writing tests; Iowa Test of Basic Skills (ITBS); district writing assessment; Spanish Assessment of Basic Education (SABE); and Language Assessment Scales (LAS).

Based on the data collected and analyzed for the needs assessment, the site council identified the following strengths and weakness. Strengths included:

- 62 percent of students scored in the proficient or advanced categories on the state reading assessment;
- intact fifth graders showed improved problem solving skills on the ITBS; and
- families were very positive about the importance of school.

Weaknesses included:

- chronic absence;
- increasing percentages of students scoring below the 50th percentile in every subject of the ITBS; and
- increasing percentages of students scoring in the basic category on the state reading and math assessments.

Because the state-adopted standardized tests have historically been available only in English, many Sunset students did not participate. The SEA was developing Spanish versions of its assessments, but in the meantime, ITBS and statewide assessment scores did not include most LEP students.

No special assessments were conducted for migrant students; their needs were seen by teachers and staff as consistent with the needs of all students. District MEP staff did a needs assessment to determine which migrant students should be targeted for services. Those moving in the middle of the school year, and who are in bilingual programs, receive highest priority. Those moving during the school year who are not in bilingual programs receive second highest priority. The district was trying to track the progress of their formerly migrant students by adding a flag to the student database for formerly migrant students. The school did not have any data disaggregated by migrant status.

Schoolwide Program

Sunset adopted improved reading achievement as its goal for the schoolwide program. To achieve it, the program included a master reading plan for all students, classrooms designed for optimal learning, planning for high attendance, and establishing the importance of taking tests. The schoolwide program used Title I funds to employ a number of personnel to meet this goal, including Title I teachers, outreach coordinators, and a school counselor. No other categorical funds were included in the schoolwide program.

In general, Title I schoolwide teachers provided support to classroom teachers in language arts; however, each grade level had some flexibility in how it used Title I staff. In the first grade, Title I was used to reduce class sizes in the language arts block by providing a half-time teacher. For fourth and fifth grades, Title I funded a computer laboratory and a bilingual teacher who provided instruction in technology, writing, and reading. Each grade 4 or 5 student spent two 45 minute sessions in the lab each week working on projects in groups of fifteen students.

Schoolwide program funds were used in combination with district monies to partially fund two community outreach coordinators. The outreach coordinators worked with business partnerships, organized volunteers, organized intersession programs, coordinated the dental van and health fairs, arranged ESL programs for parents, ran the family literacy program, arranged service learning experiences, scheduled career awareness and job shadowing opportunities, and organized the Fourth of July parade. They also served as substitutes when teachers attended training sessions or planning meetings. The outreach coordinators wrote grants for books, supplies, and other materials, and prepared welcome packets for new students. The district funds used to support the outreach coordinators were not viewed as schoolwide program funds because schools did not have ultimate authority to decide how they were used and because they were not part of the schoolwide planning and budget process.

The school had two counselors. One was funded through the schoolwide program. She handled medical referrals, shelter, and clothing; taught Second Step, an anti-violence program; and worked on parent-involvement activities.

The schoolwide program also funds an intersession program. The program served 63 students in the spring and 53 in the winter. All students may participate.

Services for Migrant Students

The district MEP funded one migrant tutor at Sunset Elementary school. The tutor worked with classroom teachers in the language arts block. She provided 45 minutes per day of support in each of seven different classes. She also provided extra support for newly arriving students. The migrant tutor coordinated parent activities and support services for families (e.g., vision and dental screening, transportation for meetings, calls parents if students are absent), provided teachers with updated lists of MEP-eligible students, did home visits, and recruited migrant families.

The MEP also supplied funding for two instructional aides; they were jointly funded by MEP and the district. They worked with the four classes that the migrant tutor did not serve. Migrant staff at Sunset had no formal mechanism for interacting with schoolwide program staff, but all were well integrated into school planning and programming.

The district MEP also operated a four-week summer school program. In 1996, the summer program served over 200 migrant students in grades PK to 12. The MEP also provided scholarships for ten migrant students to attend the school's winter and spring intersession programs. Other students pay a nominal tuition.

Parent Involvement

The migrant program at Sunset reported successful in promoting parental involvement. The school's migrant tutor called migrant parents to remind them about Parent Advisory Council (PAC) meetings and Family Literacy Night activities and inquired about their need for transportation. This personal contact apparently made the difference in improving participation. Transportation was a barrier to parent involvement because many families whose children were bused to school to receive bilingual instruction lived far away from the school.

Families in the migrant program received referrals to community resources and received transportation to access those services as needed. Information regarding Migrant Accident Insurance was provided at the time of recruitment. The migrant program was working with the family literacy program to offer an adult ESL program in the summer.

Services were available to some families from several other agencies. The state migrant preschool program was integrated with the Migrant Even Start Family Literacy program. Children participated in a Spanish preschool program; their parents attended classes with the children to receive instruction on parenting, primary language, basic education, and English as a Second Language. It served 20 to 25 families.

Rangeland Junior High School (Texas)

Context

Rangeland Junior High is located in one of the largest dairy producing counties in the state. The school enrolls 330 students, including 43 migrant students. The district enrolls 1,500 students of whom 255 are migrant students. Migrant families work with cattle and dairies. There is not a predictable pattern of mobility in the migrant community. The district enrolls migrant students on a daily basis and it is during enrollment that they recruit students for the MEP. District staff tend to know when families have moved into the area and when children have not enrolled in school.

There are varying degrees of familiarity among school staff with the migrant community. Some staff describe the students as "those who disappear for weeks at a time," but cannot list any other characteristics. Others appear more well informed and are careful not to generalize about migrant families: "My perception of migrant kids is that they run the gamut. Some are very poor, but in the last several years, some have become financially secure and their physical needs have been met."

Schoolwide Program

All of the administrators and teachers interviewed spoke highly of the "schoolwide" approach. Teachers and administrators feel that it is important *not* to label, categorize, or separate students, and that federal funds should be used to help all students. By "infusing" resources for the benefit of all students, they believe the intended beneficiaries can be helped without being stigmatized or resented. Over and over, school and district staff explained that regardless of status, they would do whatever needed to be done to meet a student's needs:

- "Any student who walks in the door has access to every service that the District offers."
- "We want students to receive the benefits of every single service we provide."
- "We look at children as children."

The transition to schoolwide programs helped reduce problems in a district that did not have many financial resources to begin with. Teachers resented the fact that the MEP had extra money and that students were frequently pulled out of classes for special services. As the MEP liaison explained, "The schoolwide program hasn't made much difference in the services children are receiving. But it has been helpful politically. There used to be a lot of resentment of the migrant kids and parents. Resources should be infused into classrooms where kids have access to them. After all, we are here to help all our kids, whatever it takes."

The schoolwide programs grew directly out of state school improvement initiatives. As the district's director of federal programs explained, Rangeland was already moving in the direction of schoolwide programs. The district already had a District Improvement Committee (with a District

Improvement Plan) as well as Campus Improvement Committees (with Campus Improvement Plans) as they began considering a transition to schoolwide programs.

The District Improvement Committee wrote one giant improvement plan for the district. The plan has district goals in target areas which the schools are expected to support via their Campus Improvement Plans. The target areas were identified in response to a report from the state-run Academic Excellence Indicator System (AEIS). The crux of the District Improvement Plan – and therefore, the schoolwide programs – is technology integration, staff development (training in a single phonics approach and the Saxon Math Program so that there is consistency and reinforcement from one grade to the next), parent involvement, student performance, student attendance, and the dropout rate. In addition to these target areas, the District Improvement Plan focuses on the needs of sub-populations such as certain ethnic groups, students who are low-income, students who are at risk of academic failure, etc.

The district will use the AEIS report to judge the effectiveness of the District and Campus Improvement Plans.

Needs Assessment

Administrators in Rangeland see the AEIS as the most important piece of their needs assessment. They have administered a number of surveys (a parent survey, a technology survey, and a student survey), but always refer back to the AEIS in the context of needs assessment. The results of the AEIS do not appear to be disaggregated by migrant status.

The junior high principal mentioned the academic performance gap between Hispanic students and Anglo students a few times. He said that the gap concerns him. When asked about the performance of *migrant* students, he said that if migrant students were not doing well academically, he was not aware of it, but also provided the following analysis: "Our migrant kids tend to be Hispanic and our Hispanics tend to perform below our non-Hispanics."

Rangeland relies on informal needs assessment, especially when it comes to migrant students. Again, this may be because the district is so small. For example, instead of referring to data, the junior high principal refers to the role of a staff person when asked about the needs and performance of migrant students. Since this staff person is the liaison for the migrant program at the school, he depends on her to keep him informed regarding the migrant students. But after a long interview with the liaison, it was clear that she does little tracking of the school's migrant students and knows little about them or their needs.

Services for Migrant Students

Administrators and teachers perceive the Migrant Education Program as distinct from the school's regular program. At Rangeland, there is a schoolwide program and a separate migrant program. The MEP appears to be supplemental and to function on the periphery of the regular school program, the same as it had before the advent of schoolwide programs.

Migrant students participate in the schoolwide program, which consists of the regular core curriculum and the math classes that use the Saxon Math Program. In addition, they have access to an ESL program that is offered in grades six through twelve.

Two people provide migrant-funded services at the junior high school. One (the liaison described above; .5 migrant-funded) provides tutoring for migrant students right after lunch, and the other works as a classroom aide (1.0 migrant funded). At the beginning of the year, the aide decides which classes to go into by looking at the class schedules and seeing (a) which classes have a relatively large number of migrant students or (b) which classes have a number of migrant students who are not doing well. There is also a migrant-funded summer reading program in the district. Elementary school students come on-site for the program. Junior and senior high school students receive books from the program to take home with them for the summer.

Support services are not a big focus of the schoolwide or the migrant program in Rangeland. The district runs immunization clinics, has nurses on-site, and works with the Lions Club to provide eyeglasses.

Achievement

The achievement of migrant students is measured the same way it is for the rest of the student body. Achievement is measured against state standards via the AEIS report which includes the results of Texas Assessment of Academic Skills (TAAS) testing, attendance, and the dropout rate for each district. The AEIS dominates conversations regarding accountability because, as one administrator put it, "As long as the state requires the AEIS report, it will be the standard of performance." This administrator noted the AEIS makes it possible for the District to set measurable goals for sub-populations, but the AEIS does not appear to disaggregate data by migrant status.

There is a language issue for migrant students with regard to the TAAS. After three language exemptions, students are expected to pass the English TAAS. Rangeland measures the achievement of students who are exempt from the TAAS by using other tests, grades, and teacher observations.

In reality, the tracking of student progress – especially migrant student achievement – is haphazard. The junior high migrant program liaison knew which students in her tutorial were failing, but did not know if other migrant students were failing. As she stated, "I wouldn't see their grades unless

I saw their report cards or went to the office." This does not seem to be something she does regularly despite the fact that others assume she is in tune with the needs of migrant students on campus.

Migrant Parents

There was no evidence that migrant parents had been involved in identifying student needs or planning the schoolwide programs. The concerns of migrant parents were conveyed more informally through the work of a well respected migrant program liaison.

There are a number of district-sponsored parent outreach activities:

- Adult education;
- Practical Parent Education;
- Bilingual Parent Teacher Organization (PTO) (meets every two weeks);
- Bilingual bulletin for parents; and
- Page of the local paper to keep parents informed (monthly).

Child care is provided for the adult and parent education programs. The Bilingual PTO takes the place of the monthly Migrant Parent Advisory Committee meetings and appears to include parents from across the district and across the different educational programs.

Despite these efforts, school staff said that they had a difficult time getting parents involved. A number mentioned a language barrier. Even if bilingual services were provided, some thought that Spanish-speaking parents might not feel comfortable being involved. But it was unclear how consistently the district or schools try to overcome the language barrier. They do not provide translators at meetings --other than the bilingual PTO -- and it is ambiguous which documents or notices get translated on a regular basis. There was reference to the irregular translation of important documents like progress reports. School staff said things like: "If [a bilingual staff person] is here, she will translate it into Spanish," and "Staff have taken the initiative to translate forms for Spanish-speaking parents."

Crockett Senior High School (Texas)

Context

Crockett Senior High School is located in one of the poorest counties in the state. Eighty-five percent of the students in the school district are economically disadvantaged. The only students who are not economically disadvantaged are those whose parents work at a local military base (which may be shut down in the near future).

Crockett High has 5 migrant students out of its total enrollment of 108. The school was surprised to have been chosen for the study in light of this. There are 40 migrant students in the district. The migrant students in Crockett do not migrate a lot. They seem to move in to work on ranches and stay; therefore, the mobility is not "patterned." Migrant families work mainly with cattle, chicken, and fish, on dairies, logging, or hauling agriculture. Crockett is so small that the migrant program coordinator was able to describe the eligibility of each of the migrant students at the high school without looking at paperwork.

The high school made almost no distinction between their migrant students and other students at the school. The school tends to see needs in economic terms and the migrant students are not distinguishable in this respect. A few staff people pointed out that, "everyone in the county is poor."

Schoolwide Program

There is consensus in the district that the move to schoolwide programs has improved the experience of all students, including migrant students. The schools are small and there is limited funding – never enough to do everything they want to do. Schoolwide programs have enabled the district to use its limited funds to serve more students more creatively.

The migrant program coordinator said that the schoolwide program approach has made things a little easier for the students. Before there were schoolwide programs, there was a Title I pull-out program into a Title I teachers room. This apparently led to students being labeled by other students and teachers. "Overall," the coordinator stated, "it was not good for learning." The students who are most at risk of failing to meet state standards are in with all of the students now. Aides work in the classrooms and help those who need the most assistance.

The migrant program coordinator spoke at length about the detrimental effects of labeling students. She does not think it is necessary for migrant students to self identify nor for others to know that they are "migrant." She said that there are strong, negative misconceptions about the term "migrant" and that migrant families do not want to be looked at differently. When the migrant program coordinator interviews families for the program, she explains the program but does not tell them the name of the program until the end of the interview. Some of the migrant families in Crockett are Anglo and are particularly unreceptive to being labeled migrant.

Planning and Implementation

School districts in Texas were required to submit comprehensive, five-year plans of how they intend to serve students targeted under the Improving America's Schools Act (IASA). School districts can amend or adjust their plans and each year they are required to submit an application (mostly fiscal information) in support of their plans. The cross-programmatic nature of schoolwide programs and the comprehensive plans complement each other.

Crockett's administrators supported schoolwide programs, in part because they thought schoolwide programs would help break down barriers. In the past they had identified students as beneficiaries of certain programs and had pulled these students out of classes for assistance.

Schoolwide planning was dominated by committees. Parents, teachers, administrators, and community members served on the site-based committees. The process seemed to work well. Staff spoke of teachers feeling ownership and all stakeholders having come out of the process with the good of the *whole* school in mind.

Needs Assessment

The school looks at Texas Assessment of Academic Skills (TAAS) test scores and uses *School Effectiveness Correlates* (teacher and parent surveys) to determine needs. The school sends each parent a copy of the TAAS scores and a copy of the school report card. The principal thought that the school report card was overwhelming for most parents.

When asked to identify the unique needs of migrant students, the migrant program coordinator was reluctant to identify any of their needs as "unique." She repeated her belief that economic issues affect Crockett's migrant students more than the fact that they are migrant. She said that migrant students need help with their studies, their study skills, and, at times, with English. They face challenges similar to those facing other students including homework, making good grades, ignoring disrespectful students, etc.

Services for Migrant Students

Crockett High keep its migrant funds and services separate. The five migrant students receive tutorial help in basic subjects. At the time of the visit. the migrant students were receiving help in math because their TAAS test scores indicated a weakness in math. One migrant parent called the school because she was so pleased with the tutorial. Her son had begun doing much better in math and she attributed it to the tutorial program and her son's tutor (a first-year staff person).

The school did not have many Hispanic students until recently. The high school does not have an ESL program because all of the students speak English, but the need for language services seems to be growing or "pushing its way up" through the school system.

The school district views the ESL program as a pilot program that will help Crockett figure out what the students will need. The middle school has had a hard time dealing with LEP students. The ESL teacher has helped middle school teachers come up with ideas and strategies for working with these students.

District staff were particularly excited about a session they planned to attend at the regional mini-conference (like the state migrant conference, only smaller). The session highlighted the work of a pair of team teachers from Dallas, one a bilingual teacher and the other a "regular education" teacher. The team had been particularly successful and intended to share their strategies for teaching and managing classrooms that include LEP students.

There is not much social service infrastructure in the community. The district employs a nurse who, in addition to direct service, does fundraising for medical emergencies. The district has agreements with a few dentists and doctors in the area to provide services to students. The Lions Club used to provide eyeglasses, but they have gone out of existence. The Texas Department of Health runs immunization clinics. At the end of this short description, the migrant program coordinator said succinctly, "That's our social services."

Achievement

A representative from the regional service center said that the most significant achievement gap was not between migrant children who had been in the area for a while and their peers; but between migrant children and youth who had just come from Mexico and their peers. He went on to explain that there was a more serious problem in the high schools than in the elementary schools. Many of the high school students from Mexico had not been in school prior to their arrival and the high schools did not have much time to work with them. Most migrant students who come to the area with a history of formal schooling and are with the schools for a while end up graduating (but not necessarily passing the TAAS exit exam).

There is a gap in achievement between the economically disadvantaged students and their peers. Migrant student achievement appears to be a function of their status as a subset of economically disadvantaged students rather than their migrant status, per se. As the migrant program coordinator explained, "The migrant students are not any further behind."

Migrant Parents

No one spoke of specific efforts to involve *migrant* parents. But the school appears to have a strong parent involvement component. There are a number of official meetings per year (e.g., the Parent-Teacher Organization) and lots of informal gatherings like cookouts and athletic booster clubs. As explained, "It's not a big deal because everybody knows everybody anyway. We are on the phone with everybody all the time and we are good at having parents come up to the school." The migrant program coordinator said that parent involvement is the biggest problem for any school district. She said that the parents care but that they are busy with work and other responsibilities.

Valley Elementary School (Texas)

Context

Valley Elementary School is located close to the Mexican border in a rural town. It is in an agricultural community with a population close to 32,000. The unemployment rate in the area exceeds 15 percent. Migrant families tend to live in substandard neighborhoods called *colonias*, the rural equivalent of urban *barrios*. Valley served two *colonias* during the 1996-97 school year, and will serve one more the following year.

The school district serves over 20,000 students in 29 schools--21 elementary, four middle and four high schools. Ninety-eight percent of students in the district are Hispanic, 85 percent are economically disadvantaged, and 41 percent are LEP. The superintendent set the following priorities for the district with the school board: achievement, parent involvement, counseling, discipline, and attendance.

Valley Elementary serves students in grades PK-5 and had a peak enrollment of 457 students during the 1996-97 school year; 21 percent were migrant students. Virtually all of the students were Mexican-American, 84 percent were economically disadvantaged, and just over half were LEP. Sixty percent of the students at Valley are considered at-risk. Most children are from the immediate neighborhood; 33 percent are bused from the *colonias*. The school is located in a residential neighborhood, and housed in a small campus of old one-story cinderblock buildings.

Schoolwide Program

Valley has operated a schoolwide program for one year. The school does not blend its MEP funds. Budgeting appears to be centralized at the district level, and the district Title I coordinator noted that applications for various programs are still separate. Because the district is accountable for each program's funds, blending funds is virtually impossible from the district's perspective. However, while they feel obligated to track funds of each program individually, they try not to differentiate the services received by students. She also felt that as a result of implementing schoolwide programs, principals were learning more about their budgets and how to use funds creatively.

Valley focuses its instructional program heavily on language development. The school provides pull-out oral language development for grades 1-2 and pull-out language arts for grades 3-5. Prior to becoming a schoolwide, Valley grouped its students by ability. Now the school employs heterogeneous grouping and tries to achieve a equal distribution of LEP and non-LEP students. All LEP students receive bilingual services. In addition, Valley is one of four schools in the district piloting a dual language (bilingual) program; the school received a Title VII grant for five years and all PK and K students participated in it this year. The pilot will expand to upper grades in the following years. The school also offers extended day tutoring for students in need.

The ability to use all staff for all students was considered a key benefit of operating a schoolwide program. For example, while every school in the district has a community aide, Valley is unique in its decision to hire a full-time parent specialist. Staff, teachers, and parents all pointed to this position as a valuable component of reform and example of innovation at the school.

Planning and Implementation

The district encouraged Title I schools to adopt the schoolwide option, although the migrant coordinator said there was a lot of discretion left to campuses. A consultant was hired to explain the process and benefits to principals and an in-service was dedicated to understanding the requirements of the law related to issues such as coordinated planning, needs assessments, and parent involvement. The superintendent summed up the central office's role in three words--support, enable, facilitate--and said the decision was ultimately up to each principal. The district Title I coordinator admitted she was initially afraid of moving to schoolwide programs because it might take resources away from students most in need, but felt the mandatory state tests were keeping the principals honest.

Valley's site-based management team embraced the schoolwide concept and the principal identified flexibility and heterogeneous grouping as the most appealing benefit. A few teachers and administrators participated in the district training, and the entire staff had opportunities to discuss the implications of becoming a schoolwide. In addition, grade level chairpersons were responsible for soliciting opinions and reporting to the site based management team during the planning process. The school focused its planning on innovating its language development program.

Texas requires every school to develop and annually revise a school improvement plan, and Valley incorporated its schoolwide plan into its improvement plan. Valley dedicates one in-service day each year to annual plan review. The entire staff is involved in the annual review and revision of the plan, and in this way contributed to the development of the schoolwide plan. The teachers felt they had a big role in developing goals and targets through participating on various committees focusing on subjects, attendances, parent involvement, bilingual issues, and oral language development. The district has a District Support Team that reviews and approves campus plans, which are then incorporated into the district plan and sent to the board.

Collaboration among teachers is promoted at Valley. Within each grade there is a daily conference period, and each grade level has a chairperson who communicates issues to the principal and management team. Teachers also participate in cross-grade meetings where they pair-up to discuss the continuity of the instructional program, and there are regular all-grade meetings as well.

Needs Assessment

The consultant brought in by the district for schoolwide implementation taught the principals and staff the requirements of the law with special emphasis on needs assessments. Valley participates in state, district and school level academic assessments. Test results are provided to the district and school, and the district has an evaluator who does analyses of tests for campuses to help them identify areas of need. In addition to academic achievement, the district also relies on assessments of staff development and parental involvement to shape its programs and services.

Because almost all Valley students are LEP and poor, teachers and administrators did not consider the needs of migrant children much different from their non-migrant peers. When asked to identity the unique needs of migrant students, a number of obstacles to learning were noted including lack of transportation, family conflicts, and poor motivation. The district migrant coordinator emphasized problems faced by migrant students at home such as overcrowding and extreme reliance on extended family. The most pressing problem, however, was mobility. Almost a quarter of the students moved each year, making continuity in their instructional programs difficult and leading to problems in language development. The school's teachers emphasized the use of informal observation and testing when migrant students arrived at the school, which helped them tailor their teaching methods to the needs of their students or identify individual students for tutoring. The teachers also use some computer testing in reading, writing and math to help track student progress. Despite these reported needs, the superintendent noted that a lot of migrant parents pushed their children to get a good education and in fact, most of his valedictorians were migrant students.

Services for Migrant Students

The teachers at Valley were quick to point out they do not label their students as migrant or non-migrant and said they have the same expectations for all students. The biggest benefit of being a schoolwide, according to teachers, was serving all students in the same fashion and no longer having to segregate them by Title I or migrant status. Instructional aides provide attention to all students, and teachers no longer treat students differently; one teacher went so far as to say she did not give migrant students any special consideration. The teachers did mention, however, that migrant students' late arrival in the school year required some informal assistance and adjustments.

Bilingual education was often mentioned by staff, teachers, and parents as the key to Valley's success with students, especially migrant students who changed schools often and attended school in the north without bilingual programs. Placement of migrant students into bilingual classes was determined when parents registered their children. The options were explained to them at that point, and they continued to get information through conferences and notes sent home. Moreover, Valley's staff encourages parents to come in and talk to their children's teachers and, according to the migrant parents interviewed, they were comfortable doing so.

Services handled at the district level included recruiting and records transfer, parent involvement, a home-based program for three-year-olds, and Even Start at four campuses. There is a heavy emphasis on early childhood programs and service coordination, but there is also a credit accrual program for migrant secondary students and a migrant leadership club at each high school. MEP funds are used for a variety of extended day and year programs for at-risk students. For example, there is migrant tutoring program to help students catch up if they arrive in the middle of the school year and a summer program hires high school students to provide enrichment activities for younger migrant students. The district also has a "carry it with you" program that allows students who migrate to complete coursework via a laptop and modem.

The migrant program also collaborates with many other agencies and organizations. There is a regional migrant center that facilitates a speaker's bureau and coordinates with agencies such as Health and Human Services, Immigration and Naturalization Services, and Social Security. The district also works with the Red Cross, Salvation Army and local hospitals in addition to referring migrant families to a migrant health clinic.

Achievement

The Texas Assessment of Academic Skills (TAAS) is a major component of education reform in Texas. The state requires testing in reading and math in grades 3-8, in writing in grades 4 and 8, and in science and social studies in grade 8. The district also assesses achievement regularly with the Iowa Tests of Basic Skills (ITBS) to prepare students for the state test and conducts a practice test using the previous years TAAS exams. TAAS results are relied on heavily to evaluate adequate progress towards meeting the goals set forth in the school's improvement plans and to design strategies for achieving those goals. Disaggregated TAAS results are provided to the school for measuring the progress of specific populations of students. Valley also uses the Language Assessment Scales (LAS) and Pre-LAS to assess students' language skills at the beginning and end of the year and uses computer testing in reading, math and writing.

Teachers interviewed felt the assessments of student achievement were useful to help them adapt their teaching to the needs of their students. Moreover, they appreciated the ability to compare themselves to other schools and to track the progress of individual students over the long term. Valley emphasizes regular communication with parents and works hard to make sure information about student achievement is sent home in the appropriate language. Teachers send home regular progress reports and often talk to parents on the phone or at conferences about their students.

Oversight

Texas places great emphasis on using TAAS scores to hold schools accountable. TAAS scores are the primary means of evaluating progress towards the goals enumerated in school improvement plans. Staff and teachers all mentioned the pressure to improve scores, but had a variety of opinions on the implications. The state has a system of identifying low-performing campuses based on disaggregated data; thus, any special population doing poorly alerts the state to a problem. This creates an incentive for schools to serve at-risk populations. The Title I coordinator admitted she was opposed to schoolwide programs at first because she feared resources might be taken away from students most in need, but felt TAAS was keeping principals honest by holding them responsible for achievement. On the other hand, she also felt there was a lot of pressure placed on teachers and an over-abundance of testing. The parent specialist, moreover, felt the TAAS was putting unfair pressure on teachers, and forced them to fixate on test scores rather than looking at the child as a total person. While teachers concurred with the pressure, they also noted that they didn't feel threatened by the state testing. They felt that migrant students were doing very well, or were at least on par with other students.

In addition to the TAAS, the district conducts annual reviews of each campus with Title I Support Teams composed of central office staff, teachers, and principals. The team visit the schools and review the strategies and goals in the schools' plans. The district also issues report cards for each school which are published in the local newspaper.

Migrant Parent Involvement

Valley is extremely innovative in the area of parent involvement. It is the only school in the district that has created a full-time parent specialist position, and the main focus of the job description is student achievement. There was wide-spread support for the position from teachers and staff, as well as from parents. The parent specialist visited all of the classrooms and got a list of at-risk students from each teacher (about 25 percent were migrant students). She then scheduled and attended teacher-parent conferences and continued to follow-up with those students and their families throughout the year. She works closely with the school counselor and supports teachers with home visits. The principal is extremely open to parents and visits three to four parents per week; he ultimately met every parent in the *colonias* by the end of the year.

According to the parent specialist and teachers, migrant parents are often reluctant to participate in their children's education because they look at the teachers and staff as professionals. Thus, Valley has worked hard to convince parents that they have an important role to play, especially at home. There is a bilingual orientation at the beginning of the school year to go over the parent handbook and meet teachers, and teachers visit the homes of their students after school starts. Six weeks into the school year is report card night at which parents are taught how to interpret report cards and sign the school-parent compact. There is also a recognition night for students and their parents in January, and an end-of-year celebration where all students and parent volunteers are recognized.

There is regular contact between the Valley staff and parents and the parent specialist is well-known in the *colonias*. Notices are sent home in both English and Spanish, and informal phone calls, home-visits, and conferences occur often, said the teachers. Valley also has a volunteer center where parents can work on materials for classrooms and events. According to the teachers and parent specialists, migrant parents work hard and set good examples for their children. Moreover, they do not want their children to work in the fields and push them to do well in school. As a result, more migrant parents are making an effort to stay until the end of the school year.

Migrant parents were visited individually at their homes in the *colonias*, and all conversations were interpreted by the parent specialist. Most parents said they got most of their information when they registered their children at the beginning of the year. While most parents were positive about the services their children were receiving, they were not very specific. The most often mentioned service was bilingual classes. Parents were quite pleased with the attention they received from teachers and staff, particularly the home visits, and felt Valley was very open to their concerns. However, a number of parents said they didn't understand the test results that were sent home. In addition, the migrant parents interviewed seemed unaware of the schoolwide concept and the implications for their children's education. Nevertheless, parents had high regards for the staff at Valley, and the education provided to their children.

The district migrant program also worked actively with migrant parents. There were parenting sessions run in the *colonias*, monthly meetings with parents of three year olds, and PAC meetings. The district provides a number of educational opportunities for parents including local adult literacy, regional adult education, ESL, and citizenship classes. The district also runs a television channel that carries school information, parenting sessions, and ESL classes; unfortunately, most of the *colonias* do not have cable access yet.

Southern Elementary School (Texas)

Context

Southern Elementary School is located close to the Mexican border in an agricultural town. The community is a designated empowerment zone with a population close to 30,000. Migrant families tend to live in substandard neighborhoods called *colonias*, the rural equivalent of urban *barrios*. Of the approximately 80 *colonias* in the area, Southern serves 12, only four of which have paved streets. The town is experiencing population growth due to proximity to the Mexican border, North American Free Trade Agreement (NAFTA), and construction opportunities.

The school district serves almost 13,000 students in 17 schools. Ninety-seven percent of students in the district are Hispanic, 87 percent are economically disadvantaged, and 39 percent are LEP. The district is extremely decentralized, with most of the program and budget decisions made at the campus level. Texas has gone to site-based decision making and Southern has a site-based management team composed of representatives of every grade level, administrators, parents and community members. All campuses have implemented schoolwide programs. The district is geographically large and most students ride the bus to school. One of the main obstacles to migrant attendance is weather; rain storms make the unimproved streets in the *colonias* impassable to school buses.

Southern Elementary serves students in grades K-4 and had a peak enrollment of 604 students during the 1996-97 school year; half were migrant students. Virtually all of Southern's students were Hispanic, 96 percent were economically disadvantaged, and 81 percent were defined as at-risk based on 12 indicators. About three-quarters were LEP, and 54 percent were monolingual Spanish. Southern is located outside of town on a rural highway, and the school is housed in a new modern building with an impressive array of technology; most notably, all teachers and staff were equipped with cell phones.

Schoolwide Program

Southern has operated a schoolwide program for one year and does blend its funds. The school focuses its instructional program heavily on language development. In each grade there were three separate classes: a bilingual class for Spanish-only speaking children, an ESL class for LEP students, and a class for English-speaking children. However, Southern is moving toward a two-way bilingual model for all children.

The distribution and use of educational assistants (aides) in the classroom was frequently mentioned as an important aspect of the schoolwide program. Every child spends time daily working on computers, and educational assistants use this opportunity to provide students in need with additional language skills development. During this computer session some students attend MANOS (Meeting

Academic Needs Of Students), which provides them with one-on-one tutoring. Electives such as music and computers have also been scheduled to allow teachers an 80-minute professional growth and conference period each day, which they use for planning and individual tutoring. In addition, there is a weekly counseling class for all students and an extended-day program for all children performing below grade level. Southern currently has a behavior unit that serves students from other schools as well as Southern. They are beginning to implement inclusion and have mainstreamed two of five students.

Southern has an impressive array of academic and support programs in operation. Its Even Start program is in its third year and helps 40 parents develop parenting skills, get their General Educational Development (GED) degree, and prepare their children for school. It is a half-day commitment four days a week. To address attendance problems, the school holds most extracurricular activities on "Club Mondays" and runs buses until 4:45 pm to allow all students to participate. The Books for Books Program is an intensive one-on-one reading program that served 63 students and bought a book for each child (which they were invited to donate back to the library). This program came from an idea generated by the site-based management team. Southern's mascot is the Rocket, and many of its programs are identified with space missions. The Saturn Program involves faculty and staff each "adopting" one student in need of special attention. Fourth graders read to students in kindergarten in the Gemini Program, and students also write to pen pals in the upper school once a month. Migrant students are highly represented in the ORBIT (Oral Responses for Bright and Individual Thinking) Club for shy children and the Leadership Club.

Planning and Implementation

According to the district Title I coordinator, the district became familiar with the schoolwide concept about three years ago and "urged and encouraged" schools to implement them. The district brought in a technical advisor and used an in-service day to train staff about the nature and benefits of becoming schoolwides. The district is relatively decentralized so the decision to implement a schoolwide program was left to the discretion of individual principals. The site-based management team at Southern spent the 1995-96 school year attending meetings, reading and studying guidelines and requirements, and developing a schoolwide plan and handbook. The following year they developed the school-parent compact.

Texas requires every school to develop and annually revise a student achievement improvement plan (SAIP) and Southern incorporated its schoolwide plan into its SAIP. The entire staff is involved in the annual review and revision of the SAIP, and in this way contributed to the development of the schoolwide plan. In addition, approximately 150 parents attended a meeting to provide input to the schoolwide plan. According to the principal, the decision to implement a schoolwide was based on the following perceived benefits: freedom from regulations to better serve children, less paperwork associated with accounting for funds and people, and the ability to use funds more innovatively. Southern implemented its schoolwide during the 1996-97 school year.

Needs Assessment

Because almost all Southern students are LEP and poor, the needs of migrant children were considered not much different from their non-migrant peers. When asked to identify the unique needs of migrant students, both administrators and teachers focused on their fragmented language development as a result of participating in northern schools that don't have bilingual instruction and often don't have any staff that can speak their students' native language. The lack of consistency in approaches to reading, writing and oral language instruction also puts migrant students at a disadvantage. All migrant children are given a phonemic awareness test and language assessment when they enter the school. Teachers were critical of the home language surveys that are used to place students in bilingual programs. Apparently, if the parents speak Spanish, their children are placed in bilingual classes even if they can speak English. The teachers also felt that migrant students did need more help at home.

Counselors and teachers also noted needs related to late enrollment and early withdrawal. In their estimation, migrant children have more difficulty maintaining friendships and building self-esteem. In addition, migrant children also have parent separation issues. On the other hand, the teachers felt their migrant students often received better health services than their regular students.

Services for Migrant Students

Because Southern has a high percentage of migrant students, the staff tend not to differentiate between services for migrant and non-migrant students within the school. However, there are some services exclusively for migrant students. For example, the extended day program is operated three days a week just for migrant students, and two days for all students. The principal stated that she has blended the MEP funds with other funds to pay for the extended-day program, but the service is used mostly by migrant students. Her priority is to serve students at risk of not being promoted. The school works closely with other agencies, and the parent specialist and attendance clerk coordinate with the district's migrant recruiters.

Most of the district's MEP funds are allocated to the schools, but there are some services provided at the district level. In addition to eleven recruiters and five data clerks, the district has a migrant social worker who, in coordination with other agencies, addresses dropouts, family crises, and clothing and medical needs.

Achievement

Southern participates in state, district and school level academic assessments. The Texas Assessment of Academic Skills (TAAS) is a major component of education reform in Texas. Texas requires testing in reading and math in grades 3-8, in writing in grades 4 and 8, and in science and social studies in grade 8. Test results are provided to the district and school and were used extensively for identifying needs and developing programs. TAAS results are relied on heavily to evaluate adequate progress towards meeting the goals set forth in the school's SAIP and teachers, administrators and parents all noted the scores' role in defining needs. Disaggregated data are provided, and the LEP data are considered important indicators. The principal noted that K-3 teachers collaborate with fourth grade teachers to prepare for the TAAS. The teachers felt the standardized testing helped them know what they should be teaching.

There are district-level mathematics, reading and writing assessments, and Southern also conducts its own comprehensive assessment review of each child every six weeks for the first half of the year. Two years ago the school implemented a student health assessment review and evaluation (SHARE) for students having persistent academic problems. SHAREs involve the student's regular teacher, parents, an administrator, and specialists.

Oversight

Texas places great emphasis on TAAS scores to hold schools accountable. The scores are sent to schools and made public, and they are relied on heavily as indicators in the school plans. The district also administers its own tests in reading and math. In addition to test scores, there are school support teams composed of central office staff, teachers and administrators that visit schools and make recommendations. In general, the state's required site-based decision making has placed most of the control at the school level; the district's only real means of overseeing the schools is through monitoring purchase orders and the achievement of goals in school plans.

Migrant Parent Involvement

Southern has a full-time parent specialist who does outreach into the community. Her primary responsibilities are serving as a liaison with parents, coordinating parent volunteers in the school, and organizing parent meetings and classes. Although she works with all parents, she says the majority of those who participate in her programs are migrant parents. Southern has a parent center where volunteers produce materials for the classrooms and take self-sufficiency classes (e.g., earning money by learning to sew). Southern hosts an open house with child care provided so parents can attend and see what the school is doing. The school also rewards parents who attend four school meetings with a pizza. The teachers and staff make a strong effort to go outside the school into the community as well. At the beginning of school they participate in the "walk for student success" in the *colonias*. They, along with migrant staff, walked four *colonias* soliciting ideas and suggestions. One area targeted for change is the communication between teachers and parents, which is hampered by parents' work schedules and lack of phones. The parent specialist also suggested that teachers need more access to parents and training about the experiences of migrant families.

Five migrant mothers were interviewed as a group; none spoke English so the entire exchange was interpreted by the school's parent specialist. The parents represented students from all grades at Rico and their participation in the school varied. One was the Parent Advisory Council (PAC) president, had been nominated for a state representative position, and was involved in a video used nationally to explain eligibility for migrant programs. Another woman was in the Even Start program. Three of the five said their children were enrolled at the start of school and the other two enrolled their children in October. All said their children stayed until the end of the school year.

All of the parents interviewed had children in either ESL or bilingual classes. They noted that their child's placement in a particular program was based on a form that ascertained the primary language in the home, consultation with parents at registration, and the previous year's instructional program. They felt that their children benefited from participation in the extended day program, that it provided an opportunity for them to catch up after losing skills in the northern schools. A common complaint was the lack of bilingual classes and teachers outside of Texas and the sense that their children were lost at other schools.

Parents appeared to be well-informed about the programs available to their children and the progress they were making. They receive information when they register their children, regular written progress reports and report cards, and visits and calls by recruiters and the parent specialist. Parents have to sign progress reports and set up conferences if their child is having a problem. The school also sends out letters prior to district and state testing so the children are prepared.

Parents also appreciated the opportunities available to themselves and wished more migrant resources were available to parents. Southern organizes parenting classes in the *colonias* at parents' homes, and provides resources at the school. ESL classes are available through the school and teachers and staff have volunteered to teach citizenship classes. There is high demand for both types of classes.

Teachers had a more mixed view of parental involvement. They agreed that there were some parents who were active participants in their children's education and in the school, but they saw others as unable or unwilling to help their children learn. Teachers noted that some parents expect their children to work in the fields once they reach the legal age, so their expectations for learning were low. Other parents, however, depended on their children's education because they couldn't read or write themselves.

The district also provides opportunities for parents, ranging from pesticide training for seasonal workers to recognition programs for families of graduating students. However, the district migrant director felt that programs and classes for parents sometimes filled up before migrant parents had an opportunity to get in, despite the fact that migrant funds were involved.

APPENDIX C

SUPPLEMENTARY TABLES

Table C.2.1. Implementation of schoolwide programs, by metropolitan status

Implementation Year	Percent of Schools		
	Rural (N=199)	Small Town (N=107)	Urban (N=232)
1995 or before	63	50	53
After 1995	37	50	47

Source: Item D1b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.2.2. Implementation of schoolwide programs, by number of migrant students

Implementation Year	Percent of Schools			
	1-10 Migrant Students (N=107)	11-30 Migrant Students (N=131)	31-70 Migrant Students (N=119)	More than 70 Migrant Students (N=155)
1995 or before	50	53	59	67
After 1995	50	47	41	33

Source: Item D1b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.2.3. Implementation of schoolwide programs, by proportion of migrant students

Implementation Year	Percent of Schools	
	5% or Fewer Migrant Students (N=154)	More Than 5% Migrant Students (N=258)
1995 or before	60	62
After 1995	49	38

Source: Item D1b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.1 Groups involved in developing schoolwide program plan, by school level

Group	Percent of Schools		
	Elementary Schools (N=384)	Middle Schools (N=125)	High Schools (N=73)
Teachers	94	88	94
Other school staff	82	79	85
Title I parents	87	85	89
Migrant parents	48	41	56
Other parents	59	47	61
MEP staff	32	39	53
State or district Title I staff	63	65	73

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.2 Groups involved in developing schoolwide program plan, by metropolitan status

Group	Percent of Schools		
	Rural (N=209)	Small Town (N=119)	Urban (N=256)
Teachers	91	96	95
Other school staff	81	84	82
Title I parents	84	85	91
Migrant parents	39	56	54
Other parents	54	67	56
MEP staff	23	45	44
State or district Title I staff	59	68	68

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.3. Groups involved in developing schoolwide program plan, by proportion of LEP Students Who Were Migrant

Groups	Percent of Schools	
	Low Proportion of LEP Students Were Migrants (N=519)	High Proportion of LEP Students Were Migrants (N=38)
Teachers	93	96
Other school staff	82	88
Title I parents	86	93
Migrant parents	48	64
Other parents	58	65
MEP staff	34	68
State or district Title I staff	63	81

Source: Item D3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.4. Sources of information used in schoolwide planning process, by number of migrant students

Source	Percent of Schools			
	1-10 Migrant Students (N=118)	11-30 Migrant Students (N=141)	31-70 Migrant Students (N=128)	More than 70 Migrant Students (N=162)
Academic performance	89	87	95	98
Performance relative to standards	80	82	77	84
Attendance and enrollment patterns	69	75	70	80
Health data	26	31	25	32
Language proficiency	50	51	65	77

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.5. Sources of information used in schoolwide planning process, by proportion of migrant students

Source	Percent of Schools	
	5% or Fewer Migrant Students (N=171)	More than 5% Migrant Students (N=264)
Academic performance	89	96
Performance relative to standards	76	86
Attendance and enrollment patterns	71	75
Health data	31	25
Language proficiency	55	65

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.6. Sources of information used in schoolwide planning process, by migrant parents and/or staff involvement in developing schoolwide program plan

Source	Percent of Schools	
	Migrant Parents and/or Staff NOT Involved in Developing Schoolwide Plan (N=224)	Migrant Parents and/or Staff Involved in Developing Schoolwide Plan (N=365)
Academic performance	88	94
Performance relative to standards	76	84
Attendance and enrollment patterns	68	77
Health data	19	34
Language proficiency	47	70

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.7. Sources of information used in schoolwide planning process, by metropolitan status

Source	Percent of Schools		
	Rural (N=209)	Small Town (N=119)	Urban (N=256)
Academic performance	89	92	93
Performance relative to standards	78	78	86
Attendance and enrollment patterns	77	71	68
Health data	31	23	24
Language proficiency	69	57	49

Source: Item D4a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.8. Sources of information used to make annual adjustments to schoolwide plan, by duration of migrant enrollment

Source	Percent of Schools	
	Fewer than Half Enrolled for Entire Year (N=158)	Half or More Enrolled for Entire Year (N=384)
Academic performance	98	90
Performance relative to standards	86	84
Changes in enrollment patterns	62	49
District concerns	79	73
Staff concerns	91	83
Parent concerns	92	80

Source: Item D4c, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.9. Sources of information used to make annual adjustments to schoolwide plan, by migrant parents and/or staff involvement in developing schoolwide program plan

	Percent of Schools	
Source	Migrant Parents and/or Staff NOT Involved in Developing Schoolwide Plan (N=224)	Migrant Parents and/or Staff Invovled in Developing Schoolwide Plan (N=365)
Academic performance	89	96
Performance relative to standards	80	87
Changes in enrollment patterns	39	62
District concerns	70	77
Staff concerns	82	89
Parent concerns	76	89

Source: Item D4c, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.10. Sources of information used to make annual adjustments to schoolwide plan, by proportion of LEP students in the school who were migrants

	Percent of Schools	
Source	Low Proportion of LEP Students Were Migrants (N=519)	High Proportion of LEP Students Were Migrants (N=38)
Academic performance	93	98
Performance relative to standards	83	82
Changes in enrollment patterns	52	45
District concerns	75	74
Staff concerns	86	86
Parent concerns	82	94

Source: Item D4c, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.11. Topics addressed in schoolwide planning process, by duration of migrant enrollment

Topic	Percent of Schools	
	Fewer than Half Enrolled for Entire Year (N=158)	Half or More Enrolled for Entire Year (N=384)
Academic performance	92	99
Performance relative to standards	82	90
Professional development	80	85
Parent Involvement	89	95
Services for migrants	57	72
Services for LEP students	63	75
Summer or intersession programs	41	43
Extended day or year program	53	54
Services for out-of-school youth	5	12

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.3.12. Topics addressed in schoolwide planning process, by metropolitan status

Topic	Percent of Schools		
	Rural (N=209)	Small Town (N=119)	Urban (N=256)
Academic performance	93	97	94
Performance relative to standards	80	83	87
Professional development	82	81	80
Parent Involvement	90	90	91
Services for migrants	54	67	61
Services for LEP students	78	59	53
Summer or intersession programs	40	41	43
Extended day or year program	56	56	50
Services for out-of-school youth	5	6	7

Source: Item D4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.1. Primary educational needs of all students and of migrant students only, by school level

Primary Educational Needs	Percent of Schools					
	Elementary Schools (N=390)		Middle Schools (N=125)		High Schools (N=73)	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
English Proficiency	41	26	47	28	39	18
Reading	93	3	93	3	77	6
Other Language Arts	42	5	34	5	27	1
Bilingual Education	20	14	9	13	10	11
Mathematics	73	2	69	2	66	5
Cultural Enrichment	18	3	11	2	16	2
Special Education	12	1	9	0	11	0
Talented or Gifted Program	10	<1	8	0	16	0
Speech Therapy	9	1	6	0	9	0
Basic Social Skills	21	1	23	3	17	2
Dropout Prevention	11	6	20	9	54	7
Vocational/CareerCounseling	6	1	12	2	23	3
Vocational	3	0	4	1	21	6

Source: Item D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.2. Primary educational needs of all students and of migrant students only, by metropolitan status

Primary Educational Needs	Percent of Schools					
	Rural (N=212)		Small Town (N=120)		Urban (N=258)	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
English Proficiency	53	24	39	25	27	29
Reading	96	<1	89	5	88	7
Other Language Arts	45	4	42	3	34	8
Bilingual Education	28	16	9	10	8	10
Mathematics	71	1	68	1	77	4
Cultural Enrichment	15	3	14	1	22	5
Special Education	10	0	13	1	14	<1
Talented or Gifted Program	10	1	8	0	12	0
Speech Therapy	9	1	6	1	9	0
Basic Social Skills	21	1	27	4	18	2
Dropout Prevention	13	6	15	5	18	7
Vocational/Career Counseling	7	<1	6	0	11	2
Vocational Education/Training	4	0	6	2	6	1

Source: Item D5. Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.3. Primary educational needs of migrant students only

School Characteristics	Percent of Schools	
	English Proficiency	Bilingual Education
Proportion of migrant students (N=317)		
5% or fewer migrant	25*	12
More than 5% migrant	32*	14
Number of migrant students (N=407)		
1-10	24	11*
11-30	25	7*
31-70	31	19*
More than 70	29	16*
Proportion of LEP students who were migrants (N=429)		
Low proportion	26*	14*
High proportion	60*	23*
Metropolitan status (N=501)		
Rural	29	10*
Small town	25	10*
Urban	24	16*

Source Item D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

Table C.4.4. Supplemental instruction for all students and for migrant students only, by involvement of migrant parents and/or program staff in developing school wide plan

Supplemental Instruction	Percent of Schools			
	Migrant Parents and/or Staff NOT Involved in Developing Schoolwide Plan (N=357)		Migrant Parents and/or Staff Involved in Developing Schoolwide Plan (N=221)	
	All Students	Migrant Students	All Students	Migrant Students
Reading	86	3	93	1
Other Language Arts	55	2	69	3
Bilingual Education*	39	3	41	6
English as a Second Language*	45	8	52	13
Mathematics	72	2	85	2
Science*	43	3	54	1
Social Studies	39	2	49	1
Cultural Enrichment	37	5	42	3
Vocational/Career Education*	23	3	27	<1
Health	30	1	41	2
Basic Skills	43	2	55	2

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square between migrant students only, p<.001

Table C.4.5. Supplemental instruction for all students and for migrant students only, by proportion of migrant students

Supplemental Instruction	Percent of Schools			
	5% or Fewer Migrant Students (N=171)		More than 5% Migrant Students (N=265)	
	All Students	Migrant Students	All Students	Migrant Students
Reading	83	2	93	3
Other Language Arts	53	3	70	4
Bilingual Education*	37	2	36	7
English as a Second Language*	45	8	47	15
Mathematics*	74	1	84	4
Science*	47	1	52	3
Social Studies*	40	1	48	3
Cultural Enrichment	40	4	40	4
Vocational/Career Education	26	1	28	1
Health*	34	0	39	2
Basic Skills	47	1	51	1

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square between migrant students only, p<.001

Table C.4.6. Supplemental instruction for all students and for migrant students only, by number of migrant students

	Percent of Schools							
	1-10 Migrant Students (N=117)		11-30 Migrant Students (N=141)		31-70 Migrant Students (N=127)		More than 70 Migrant Students (N=161)	
Supplemental Instruction	All Studen	Migrant Student	All Student	Migrant Student	All Student	Migrant Student	All Student	Migrant Student
Reading*	89	0	85	4	94	1	93	3
Other Language Arts	59.6	1	58	3	59	2	76	4
Bilingual Education	41	3	35	5	40	5	49	6
English as a Second Language*	40	6	42	15	54	13	60	11
Mathematics*	82	0	73	1	79	3	82	4
Science*	51	1	44	3	51	1	52	4
Social Studies*	43	1	42	1	42	1	50	4
Cultural Enrichment	36	3	42	5	39	6	45	3
Vocational/Career Education*	20	1	26	3	28	1	28	1
Health*	31	0	34	1	37	1	45	3
Basic Skills*	51	0	45	5	52	<1	57	1

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square between migrant students only, p<.001

Table C.4.7. Supplemental instruction for migrant students and for all students by proportion of LEP students in the school who are migrant

Supplemental Instruction	Percent of Schools			
	Low Proportion of LEP Students are Migrants (N=516)		High Proportion of LEP Students are Migrants (N=37)	
	All Students	Migrant Students	All Students	Migrant Students
Reading	90	2	90	3
Other Language Arts	61	3	70	1
Bilingual Education*	44	4	33	15
English as a Second Language*	53	11	49	27
Mathematics	79	2	84	3
Science	48	2	48	3
Social Studies	43	2	48	3
Cultural Enrichment*	40	3	33	17
Vocation/Career Education	25	2	21	0
Health	34	1	31	4
Basic Skills	49	2	52	0

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square between migrant students only, $p<.001$

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Table C.4.8. Supplemental instruction for all students and for migrant students only, by availability of MEP funds in the school

Supplemental Instruction	Percent of Schools			
	MEP Funds Are NOT Available (N=75)		MEP Funds Are Available (N=420)	
	All Students	Migrant Students	All Students	Migrant Students
Reading*	94	0	88	3
Other Language Arts*	62	0	63	3
Bilingual Education	46	4	40	5
English as a Second Language	53	13	49	11
Mathematics*	80	0	78	3
Science	48	0	51	2
Social Studies	43	0	47	2
Cultural Enrichment*	43	7	42	2
Vocation/Career Education	21	0	27	1
Health	32	1	38	1
Basic Skills	59	0	49	2

Source: Item E2, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square between migrant students only, $p<.001$

Table C.4.9. Bilingual education services that were introduced or strengthened as a result of implementing the schoolwide program, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened Bilingual Education Services
MEP funds available (N=501)*	
No	49
Yes	36
Migrant parent or staff involvement in developing schoolwide program plan (N=586)*	
Not Involved	34
Involved	43
Proportion of migrant students (N=439)*	
5% or fewer migrant	32
More than 5% migrant	42
Number of migrant students (N=553)*	
1-10	28
11-30	30
31-70	45
More than 70	47
Proportion of LEP students who were migrants (N=594)*	
Low proportion	41
High proportion	49.5
Metropolitan status (N=589)*	
Urban	47
Small town	37
Rural	29

Source Item D8e, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.10 Primary unique educational needs and unique supplemental instructional services for migrant students

Subject Area	Percent of Schools		
	Unique Needs of Migrants (N=595)	Unique Services for Migrants (N=583)	Unique Needs that are being met by Unique Services (N=581)
Reading	3	2	5
English Proficiency/ESL	26	11	29
Mathematics	2	2	0
Other Language Arts	5	3	4
Bilingual Education	13	5	12
Cultural Enrichment	3	4	26
Vocational/Career Counseling	1	2	0

Source Item E2, D5, Survey of Schools Participation of Migrant Children in Title I Schoolwide Programs

Table C.4.11. Integration of migrant students into regular instructional program activities that were introduced or strengthened as a result of implementing the schoolwide program, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened Integration of Migrant Students into Regular Program
MEP funds available (N=501)*	
No	30
Yes	43
Migrant parent or staff involvement in developing schoolwide program plan (N=586)*	
Not involved	27
Involved	53
Proportion of migrant students (N=439)*	
5% or fewer migrant	31
More than 5% migrant	54
Number of migrant students (N=553)*	
1-10	20
11-30	43
31-70	44
More than 70	58
Duration of migrant enrollment (N=510)*	
Fewer than half enrolled for entire year	51
Half or more enrolled for entire year	38

Source Item D8f, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.12. Primary support service needs of all students and of migrant students only, by number of migrant students

	Percent of Schools							
	1-10 Migrant Students (N=119)		11-30 Migrant Students (N=141)		31-70 Migrant Students (N=129)		More than 70 Migrant Students (N=166)	
Primary Educational Needs	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
Medical screening/treatment*	62	5	60	13	63	12	63	12
Dental screening/treatment*	31	5	29	14	29	17	42	13
Nutrition*	48	0	40	5	50	7	45	4
Transportation	17	3	18	6	19	5	19	7
Clothing*	15	9	17	14	14	14	19	10
Counseling*	69	1	67	3	61	1	66	5
Social work/outreach*	46	4	43	7	37	13	34	20

Source: Item D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant comparisons between migrant students only, Chi-square, p<.001

Table C.4.13. Primary support service needs of migrant students only, by metropolitan status

	Percent of Schools		
Primary Educational Needs	Rural (N=212)	Small Town (N=120)	Urban (N=259)
Medical screening/treatment*	14	12	6
Dental screening/treatment*	16	17	8
Nutrition*	6	2	3
Transportation	6	5	4
Clothing*	17	12	6
Counseling	3	2	2
Social work/outreach	10	7	10

Source: Item D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-square, p<.001

Table C.4.14. Support services for migrant students, by proportion of migrant students

Services	Percent of Students	
	5% or Fewer Migrant Students (N=172)	More Than 5% Migrant Students (N=266)
School Breakfast Program	96	96
Free or Reduced Price Lunches	97	99
Dropout Prevention Program	40	42
Day Care	10	11
Medical Screening or Treatment*	65	75
Dental Screening or Treatment*	48	62
Nutrition*	55	42
Transportation*	61	72
Clothing*	43	53
Counseling/Guidance	77	80
Social Work/Outreach	55	60

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

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Table C.4.15. Support services for migrant students, by number of migrant students in school

Services	Percent of Schools			
	1-10 Migrant Students (N=118)	11-30 Migrant Students (N=141)	31-70 Migrant Students (N=127)	More than 70 Migrant Students (N=164)
School Breakfast Program	96	96	96	97
Free or Reduced Price Lunches	97	99	98	100
Dropout Prevention Program*	35	36	49	46
Day Care	8	9.9	13	9
Medical Screening or Treatment*	61	65	71	77
Dental Screening or Treatment*	39	44	62	63
Nutrition*	38	49	54	36
Transportation*	54	65	59	73
Clothing*	39	49	50	58
Counseling/Guidance*	72	83	78	83
Social Work/Outreach*	51	61	55	60

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.16. Support services for migrant students, by involvement of migrant parents and/or program staff in developing schoolwide program plan

Services	Percent of Schools	
	Migrant Parents and/or Staff Are NOT Involved in Developing Schoolwide Plan (N=222)	Migrant Parents and/or Staff Are Involved in Developing Schoolwide Plan (N=361)
School Breakfast Program	95	97
Free or Reduced Price Lunches	98	98
Dropout Prevention Program*	33	48
Day Care	8	11
Medical Screening or Treatment*	57	75
Dental Screening or Treatment*	44	58
Nutrition*	36	48
Transportation*	56	66
Clothing*	41	52
Counseling/Guidance*	70	86
Social Work/Outreach	54	57

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

Table C.4.17. Support services for migrant students, by availability of MEP funds in school

Services	Percent of Schools	
	MEP Funds Are NOT Available (N=75)	MEP Funds Are Available (N=422)
School Breakfast Program	95	96
Free or Reduced Price Lunches	99	98
Dropout Prevention Program*	33	44
Day Care	74	9.6
Medical Screening or Treatment*	53	73
Dental Screening or Treatment*	45	55
Nutrition	39	45
Transportation*	48	66
Clothing*	32	51
Counseling/Guidance	80	81
Social Work/Outreach	54	55

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

Table C.4.18. Support services for migrant students, by duration of migrant enrollment

Services	Percent of Schools	
	Fewer Than Half Enrolled for Entire Year (N=160)	Half or More Enrolled for Entire Year (N=346)
School Breakfast Program	98	96
Free or Reduced Price Lunches	99	98
Dropout Prevention Program	47	41
Day Care*	13	8
Medical Screening or Treatment	73	67
Dental Screening or Treatment*	59	51
Nutrition	44	45
Transportation	61	65
Clothing*	55	47
Counseling/Guidance*	86	76
Social Work/Outreach	62	54

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.19. Support services for migrant students, by grade level

Services	Percent of Schools		
	Elementary Schools (N=388)	Middle Schools (N=124)	High Schools (N=72)
School Breakfast Program*	98	88	90
Free or Reduced Price Lunches*	99	94	93
Dropout Prevention Program*	36	57	73
Day Care*	9	4	29
Medical Screening or Treatment	67	70	62
Dental Screening or Treatment	53	49	44
Nutrition	43	43	38
Transportation*	60	72	59
Clothing	48	46	40
Counseling/Guidance*	77	86	88
Social Work/Outreach	55	61	55

Source: Item E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.20. Primary support needs and services for migrant students

Support Service	Percent of Schools		
	Unique Needs of Migrants (N=596)	Services for Migrants (N=591)	Unique Needs that are being met by Services (N=590)
Counseling/Guidance	2	80	84
Medical Screening or Treatment	10	67	76
Transportation	5	62	75
Social Work/Outreach	10	55	54
Dental Screening or Treatment	12	5	64
Clothing	11	47	66
Nutrition	4	43	40

Source Item E4, D6, Survey of Schools Participation of Migrant Children in Title I Schoolwide Programs

Table C.4.21. Primary educational or support service needs of out-of-school youth, by school level

Support Service Needs	Percent of Schools					
	Elementary Schools (N=366)		Middle Schools (N=120)		High Schools (N=73)	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
Medical screening or	21	9	15	5	10	10
Dental screening or treatment	11	7	6	6	9	4
Nutrition	10	3	11	3	3	4
Diploma or GED instruction	20	11	31	15	44	25
English language instruction	14	13	21	13	13	14
Clothing	6	3	6	4	0	0
Social work/outreach	22	8	25	3	14	14
Vocational/career counseling	15	6	22	7	29	7
Vocational education/training	17	5	19	8	28	12
Employment services	13	5	16	7	26	8

Source: Item D7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.22. Primary educational or support service needs of out-of-school youth, by number of migrant students

	Percent of Schools							
	1-10 Migrant Students (N=104)		11-30 Migrant Students (N=11)		31-70 Migrant Students (N=126)		More than 70 Migrant Students (N=164)	
Support Service Needs	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
Medical screening or	11	14	18	7	29	8	18	6
Dental screening or	5	8	10	6	16	9	12	4
Nutrition	4	6	12	2	15	1	8	4
Diploma or GED	14	12	22	8	30	17	33	14
English language	7	7	17	10	15	23	19	14
Clothing	2	3	7	4	7	5	7	0
Social work/outreach	17	9	16	7	23	8	25	9
Vocational/career	14	6	22	7	15	6	20	7
Vocational	15	8	19	3	18	7	23	8
Employment services	10	6	12	3	14	7	21	6

Source: Item D7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.23. Primary educational or support service needs of out-of-school youth, by proportion of migrant students

Support Service Needs	Percent of Schools			
	5% or Fewer Migrant Students (N=159)		More than 5% Migrant Students (N=264)	
	All Students	Migrant Students	All Students	Migrant Students
Medical Screening or Treatment	18	10	21	9
Dental Screening or Treatment	12	7	9	7
Nutrition	8	3	12	2
Diploma or GED instruction	21	13	31	15
English language instruction	13	13	14	17
Clothing	6	4	6	2
Social work/outreach	17	8	24	9
Vocational/career counseling	19	7	19	8
Vocational education/training	18	5	22	8
Employment services	11	5	20	7

Source: Item D7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.24. Primary educational and support needs of out-of-school migrant youth only

School Characteristics	Percent of Schools	
	Diploma or GED Instruction	English Language Instruction
MEP funds available (N=480)		
No	10	9*
Yes	14	16*
Migrant parent or staff involvement in developing schoolwide program plan (N=559)		
Not Involved	10	9*
Involved	14	17*
Number of migrant students (N=407)		
1-10	12*	7*
11-30	8*	10*
31-70	17*	23*
More than 70	14*	14*
Proportion of LEP students who were migrants (N=429)		
Low proportion	13	13*
High proportion	15	17*
Metropolitan status (N=501)		
Rural	10*	13*
Small town	17*	7*
Urban	13*	18*

Source Item D7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.25. Services for out-of-school migrant youth, by involvement of migrant parents or migrant program staff in developing schoolwide program plan

Services	Percent of Schools	
	Migrant Parents and/or Staff NOT Involved in Developing Schoolwide Plan (N=208)	Migrant Parents and/or Staff Involved in Developing Schoolwide Plan (N=357)
Medical Screening or Treatment*	35	42
Dental Screening or Treatment*	29	36
Nutrition*	18	29
Diploma or GED Instruction*	26	40
English Language Instruction*	28	38
Clothing	32	28
Counseling/Guidance*	35	42
Social Work/Outreach	34	40
Vocational/Career Counseling*	14	22
Vocational Education/Training	12	16
Employment Services*	12	20

Source: Item E5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

Table C.4.26. Services for out-of-school migrant youth, by proportion of LEP students in school who are migrant

Services	Percent of Schools	
	Low Proportion of LEP Students are Migrant (N=503)	High Proportion of LEP Students are Migrant (N=38)
Medical Screening or Treatment	39	48
Dental Screening or Treatment	33	39
Nutrition*	24	38
Diploma or GED Instruction	33	40
English Language Instruction*	35	44
Clothing*	28	40
Counseling/Guidance	39	40
Social Work/Outreach*	36	50
Vocational/Career Counseling*	18	12
Vocational Education/Training*	13	22
Employment Services	16	15

Source: Item E5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.27. Services for out-of-school migrant youth, by grade level

Services	Percent of Schools		
	Elementary Schools (N=369)	Middle Schools (N=123)	High Schools (N=73)
Medical Screening or Treatment	38	40	44
Dental Screening or Treatment	33	33	34
Nutrition	25	21	20
Diploma or GED Instruction*	31	36	66
English Language Instruction	33	39	34
Clothing	29	35	26
Counseling/Guidance*	37	47	51
Social Work/Outreach	36	41	44
Vocational/Career Counseling*	15	27	33
Vocational Education/Training*	12	18	33
Employment Services*	14	15	36

Source: Item E5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.28. Diploma or GED instruction services for out-of-school migrant youth, by characteristics of schools

School Characteristics	Percent of Schools Offering Diploma or GED Instruction
MEP funds available (N=485)*	
No	26
Yes	39
Proportion of migrant students (N=428)*	
5% or fewer migrant	31
More than 5% migrant	44
Number of migrant students (N=534)*	
1-10	27
11-30	37
31-70	34
More than 70	44
Metropolitan status (N=567)*	
Urban	23
Small town	47
Rural	44

Source: Item E5d, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.29. Services for out-of-school youth were introduced or strengthened as a result of implementing the schoolwide program, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened Services for Out-of-School Youth
MEP funds available (N=501)*	
No	4
Yes	10
Migrant parent or staff involvement in developing schoolwide program plan (N=586)*	
Not Involved	3
Involved	13
Number of migrant students (N=553)*	
1-10	6
11-30	7
31-70	12
More than 70	11
School level (N=587)*	
Elementary	7
Middle	11
High	19

Source Item D8j, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.30. Priorities for instructional and support services: Migrants failing to meet state's standards and who enroll after the start of the year, by characteristics of schools

School Characteristics	Percent of Schools			
	Instructional Services		Support Services	
	Failing to Meet State's Standards	Enroll After the Start of the Year	Failing to Meet State's Standards	Enroll After the Start of the Year
MEP funds available (N=491)				
No	63*	31*	52*	35*
Yes	80*	47*	71*	52*
Migrant parent or staff involvement in developing schoolwide program plan (N=574)				
Not involved	75*	37*	65*	40*
Involved	82*	46*	71*	51*
Proportion of migrant students (N=434)				
5% or fewer migrant	75*	40*	72	56*
More than 5% migrant	87*	48*	69	43*
Duration of migrant enrollment (N=503)				
Fewer than half enrolled for entire year	82	48*	75	58*
Half or more enrolled for entire year	81	41*	69	46*
Proportion of LEP students who were migrants (N=581)				
Low proportion	78*	43*	67	47*
High proportion	92*	50*	72	55*
School Level (N=574)				
Elementary	80*	41	70*	44*
Middle	76*	45	63*	54*
High	68*	47	59*	56*

Source: Item E6, E7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, $p<.001$

Table C.4.31. Migrant service coordination with other agencies, by characteristics of schools

School Characteristics	Percent of Schools that Coordinate Migrant Services with Other Agencies
MEP funds available (N=477)*	
No	49
Yes	59
Migrant parent or staff involvement in developing schoolwide program plan (N=557)*	
Not involved	53
Involved	61
Proportion of migrant students (N=425)*	
5% or fewer migrant	49
More than 5% migrant	69
Number of migrant students (N=526)*	
1-10	45
11-30	55
31-70	62
More than 70	69
Duration of migrant enrollment (N=496)*	
Fewer than half enrolled for entire year	66
Half or more enrolled for entire year	55
Metropolitan status (N=557)*	
Rural	66
Small town	63
Urban	48
Proportion of LEP students who were migrants (N=562)*	
Low Proportion	54
High Proportion	76

Source: Item E8, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, $p<.001$

Table C.4.32. Agencies/Organizations with which Schools Coordinate Migrant Services

Agency/Organizations	Percent of Schools (N=341)
Health Care Agencies (Community Health Centers, Hospitals,	47
Other Community Services, Agencies	34
Other Government Agencies	30
Family Services, Agencies	29
Education Services, Child Care (Head Start, Even Start, Healthy Start, etc.)	27
Migrant Education Offices, Agencies	19
Mental Health Care Services, Agencies	17
Social Clubs (Lions Club, etc.)	13
Religious Organizations	13
National Volunteer Agencies (Red Cross, United Way, Salvation Army, AmeriCorps, etc.)	11
Low Income Supplemental Services (WIC, Food Stamps, Medicaid, etc.)	6
Food Pantry	6
Colleges, Universities	5
Legal Agencies	4
Employment Services, Agencies (School-to-Work, etc.)	3
Law Enforcement Agencies	2
Gang Awareness Services, Agencies	2
Title I Program	2

Source Item E8; Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.4.33. Support services for migrant students provided in coordination with other agencies

Support Services	Percent of Schools that Coordinate with Other Agencies	
	No (N=337)	Yes (N=220)
Counseling/Guidance*	76	82
Medical Screening or Treatment*	60	75
Transportation*	59	66
Social Work/Outreach*	47	65
Dental Screening or Treatment*	46	58
Clothing*	39	56
Nutrition*	39	47
Dropout Prevention Program*	35	48
Day Care	94	11

Source: Item E8, E4, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.34. Addition of professional staff to handle influx of migrant students, by characteristics of schools

School Characteristics	Percent of Schools that Added Professional Staff to Handle Influx of Migrants
MEP funds available (N=499)*	
No	5
Yes	19
Proportion of migrant students (N=438)*	
5% or fewer migrant	14
More than 5% migrant	22
Number of migrant students (N=553)*	
1-10	6
11-30	12
31-70	18
More than 70	24
Duration of migrant enrollment (N=511)*	
Fewer than half enrolled for entire year	21
Half or more enrolled for entire year	13

Source: Item B9, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

Table C.4.35. Methods used to provide supplemental instruction for migrant students when the school adds professional staff to handle influx of migrant students

	Percent of Schools that Added Professional Staff to Handle Influx (N=585)	
Methods	No	Yes
Regular teachers teach migrant students in the regular classroom[*]	89	78
Additional teachers or aides assist migrant students in their regular classroom[*]	46	56
Migrant students are pulled out of the regular classroom for supplementary instruction[*]	22	49
Migrant students are placed in special classes made up predominantly of migrant students[*]	4	16

Source: Item B9, E3, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

[*] significant Chi-Square, p<.001

Table C.4.36. Extended day or year programs made available only for migrant students, by characteristics of schools

School Characteristics	Percent of Schools Providing Extended Day or Year Programs Only for Migrants
MEP funds available (N=349)*	
No	6
Yes	15
Proportion of migrant students (N=308)*	
5% or fewer migrant	7
More than 5% migrant	18
Numbers of migrant students (N=388)*	
1-10	5
11-30	11
31-70	13
More than 70	28

Source: Item B4b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, $p<.001$

Table C.4.37. Extended school day or year programs that were introduced or strengthened as a result of implementing the schoolwide program, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened Extended School Day or Year Programs
School level (N=594)*	
Elementary	47
Middle	62
High	50
Metropolitan status (N=589)*	
Rural	42
Small town	50
Urban	56

Source Item D8b, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, $p<.001$

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Table C.4.38. Summer or intersession programs available to migrant students only or separate summer or intermission programs for migrant and non-migrant students, by characteristics of schools

School Characteristics	Percent of Schools	
	Available to Migrant Students Only	Separate Programs for Migrants and Non-migrants
Migrant parent or staff involvement in developing schoolwide program plan (N=423)		
Not involved	10	9*
Involved	8	14*
Proportion of migrant students (N=317)		
5% or fewer migrant	7	7*
More than 5% migrant	12	17*
Number of migrant students (N=407)		
1-10	4*	6*
11-30	8*	14*
31-70	7*	15*
More than 70	16*	15*
Duration of migrant enrollment (N=377)		
Fewer than half enrolled for entire year	10	19*
Half or more enrolled for entire year	9	10*
Proportion of LEP students who were migrants (N=429)		
Low proportion	9	12*
High proportion	10	24*
School level (N=429)		
Elementary	10	13*
Middle	10	5*
High	2	12*

Source Item B5a, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.39. Summer or intersession programs that were introduced or strengthened as a result of implementing the schoolwide program, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened Summer or Intersession Programs
MEP funding (N=501)[*]	
No	27
Yes	46
Migrant parent or staff involvement in developing schoolwide program plan (N=586)[*]	
Not involved	35
Involved	47
Proportion of migrant students (N=439)[*]	
5% or fewer migrant	38
More than 5% migrant	46
Number of migrant students (N=553)[*]	
1-10	34
11-30	33
31-70	46
More than 70	52
Proportion of LEP students who were migrants (N=594)[*]	
Low proportion	43
High proportion	39
Metropolitan status (N=589)[*]	
Rural	45
Small Town	35
Urban	41

Source Item D8c, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

[*] significant Chi-Square, p<.001

Table C.4.40. School-level identification and recruitment of migrant children or youth, by characteristics of schools

School characteristics	Percent of Schools that Actively Identify and Recruit Migrant Children or Youth
MEP funds available (N=406)*	
No	50
Yes	81
Migrant parent or staff involvement in developing schoolwide program plan (N=534)*	
Not involved	60
Involved	84
Proportion of migrant students (N=411)*	
5% or fewer	59
More than 5%	88
Number of migrant students (N=508)*	
1-10	56
11-30	80
31-70	71
More than 70	92
Duration of migrant enrollment (N=474)*	
Fewer than half enrolled for entire year	88
Half or more enrolled for entire year	70
Metropolitan status (N=534)*	
Rural	90
Small town	86
Urban	58

Source: Item E9, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.4.41. Assessment system or procedures and reporting assessment results activites or programs that were introduced or strengthened as a result of implementing the schoolwide program

School characteristics	Percent of schools that introduced or strengthened their	
	Assessment system or procedures	Reporting of assessment results
MEP funds available (N=501)*		
No	52*	49
Yes	67*	42
Migrant parent or staff involvement in developing schoolwide program plan (N=586)*		
Not involved	56	56*
Involved	56	39*
Proportion of migrant students (N=439)*		
5% or fewer	58	47*
More than 5%	57	56*
Number of migrant students (N=553)*		
1-10	55	40*
11-30	75	50*
31-70	56	54*
More than 70	57	56*
Duration of migrant enrollment (N=510)*		
Fewer than half enrolled for entire year	64*	62*
Half or more enrolled for entire year	54*	47*
Metropolitan status (N=589)*		
Rural	61*	49
Small town	52*	50
Urban	50*	46

Source: Item D8, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

* significant Chi-Square, p<.001

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Table C.5.1. Activities and methods used to involve all parents and migrant parents in the school

Activity/Method	Percent of Schools	
	All Parents (N=558)	Migrant Parents (N=492)
Parent committees, councils, meetings, clubs, groups (PTO/PAC meetings, etc.)	52	26
Social events, activities (honor breakfast, open house, report card night, family literacy night, parent nights, field trips, banquets, etc.)	46	29
Personal contacts (conferences, phone calls, home visits)	33	41
Conferences, assemblies, fairs	23	43
Education opportunities (classes, workshops, training, etc.)	35	15
Mailings, media (newsletters, memos, etc.)	24	14
Parent volunteer recruitment, encouragement, incentives	30	2
Parent volunteers/classroom activities (homeroom parent, class projects, interview assistance, library aide, etc.)	17	11
School personnel (district/parent volunteer coordinator, migrant coordinator/mentor, advisory council, etc.)	17	9
School programs (STARS reading program, book exchange program, etc.)	16	4
Correspondence in native language/translations	6	8
Family resource center	7	4
Other	13	8

Source Items F1, F8, Survey of Schools, Participation of Migrant Children in Schoolwide Programs

Table C.5.2. Parent services and involvement in developing the schoolwide program plan

Parent Services	Percent of Schools Reporting Involvement in Developing the Schoolwide Program Plan		
	Title I Parents	Parents of Migrant Students	Other Parents
Adult education, family literacy, or similar services (N=566)	90*	51*	58
Parent liaisons or social workers maintain ongoing contact with parents (N=573)			
With all parents	86	50	56
With migrant parents only	92	44	70*
Teachers conduct home visits (N=542)			
With all parents	91*	54*	57
With migrant parents only	82	62	48

Source: Item D3, F5, F6, F7, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.5.3. Parent activities and contact that were introduced or strengthened as a result of implementing the schoolwide plan, by characteristics of schools

School Characteristics	Percent of Schools that Introduced or Strengthened..	
	Parent Education/ Involvement Activities	Visits to Parents' Homes by School Staff
MEP funds available (N=501)		
No	69.7*	28.8*
Yes	83.5*	44.0*
Migrant parent and/or staff involvement in developing schoolwide program plan (N=586)		
Not involved	73.5*	31.0*
Involved	88.5*	47.6*
Proportion of migrant students (N=439)		
5% or fewer migrant	76.1*	39.1
More than 5% migrant	88.9*	45.2
Number of migrant students (N=553)		
1-10	81.0*	31.9*
11-30	74.5*	38.5*
31-70	78.2*	42.5*
More than 70	92.2*	52.7*
Duration of migrant enrollment (N=510)		
Fewer than half enrolled for entire year	88.8*	53.0*
Half or more enrolled for entire year	79.6*	39.4*

Source Item D8, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.6.1. Percent of schools that combine MEP funds in their schoolwide programs, by school level

Use of MEP funds*	Percent of Schools		
	Elementary Schools (N= 322)	Middle Schools (N=108)	High Schools (N=65)
Combined	33	25	51
Not combined	50	49	33
No MEP funds	16	26	16

Source: Item B12, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.6.2. Percent of schools that combine MEP funds in their schoolwide programs, by migrant parent and/or staff involvement in developing schoolwide program plan

Use of MEP funds*	Percent of Schools	
	Migrant Parents and/or Staff Were NOT Involved (N=171)	Migrant Parents and/or Staff Were Involved (N=325)
Combined	28	37
Not combined	45	53
No MEP funds	27	10

Source: Item B12, Survey of Schools Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

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Table C.6.3. Percent of schools that combine MEP funds in their schoolwide programs, by proportion of school's LEP students who were migrants

	Percent of Schools	
Use of MEP funds*	Low Proportion of LEP Students are Migrants (N=438)	High Proportion of LEP Students are Migrants (N=35)
Combined	34	22
Not combined	48	58
No MEP funds	18	20

Source: Item B12, Survey of Schools Participation of Migrant Children in Schoolwide Programs
* not significant Chi-Square, p<.001

Table C.6.4. Percent of schools that combine MEP funds in their schoolwide programs, by duration of migrant enrollment

	Percent of Schools	
Use of MEP funds*	Fewer than Half of Migrant Students are Enrolled for Entire Year (N=145)	Half or More of Migrant Students are Enrolled for Entire Year (N=298)
Combined	35	32
Not combined	50	50
No MEP funds	15	18

Source: Item B12, Survey of Schools Participation of Migrant Children in Schoolwide Programs
* not significant Chi-Square, p<.001

Table C.6.5. Percent of schools that combine MEP funds in their schoolwide programs, by proportion of migrant students in the school

Use of MEP funds*	Percent of Schools	
	5% or Fewer Migrant Students (N=141)	More than 5% Migrant Students (N=245)
Combined	32	35
Not combined	47	57
No MEP funds	22	8

Source: Item B12, Survey of Schools Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

Table C.6.6. Percent of schools that combine MEP funds in their schoolwide programs, by number of migrant students in school

Use of MEP funds*	Percent of Schools			
	1-10 Migrant Students (N=90)	11-30 Migrant Students (N=118)	31-70 Migrant Students (N=114)	71 or More Migrant Students (N=153)
Combined	36	33	26	36
Not combined	33	52	56	60
No MEP funds	32	16	19	5

Source: Item B12, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square, p<.001

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Table C.6.7. Primary educational needs of all students and of migrant students only, by whether MEP funds are combined in schoolwide programs

Primary Educational Needs	Percent of Schools					
	MEP Funds Combined (N=181)		MEP Funds Not Combined (N=245)		No MEP Funds (N=76)	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
English Proficiency*	43	21	39	32	58	27
Reading	92	3	91	4	90	5
Other Language Arts	32	5	41	4	58	6
Bilingual Education	16	13	19	12	17	18
Mathematics*	75	1	76	1	55	8
Cultural Education	17	3	14	4	23	4
Special Education	18	0	11	0	9	0
Talented or Gifted Program	15	1	9	<1	5	0
Speech Therapy	12	1	7	0	9	0
Basic Social Skills	24	<1	19	2	22	1
Dropout Prevention*	22	8	12	6	15	3
Vocational/Career Counseling	9	2	8	1	9	1
Vocational Education/Training*	5	2	6	<1	6	0

Source: Item B12, D5, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square between migrant students only, p<.001

Table C.6.8. Primary support services needs of all students and of migrant students only, by whether MEP funds are combined in schoolwide programs

Support Service Needs	Percent of Schools					
	MEP Funds Combined (N=181)		MEP Funds Not Combined (N=245)		No MEP Funds (N=76)	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
Medical Screening or Treatment	63	10	66	12	51	8
Dental Screening or Treatment	30	15	37	13	36	10
Nutrition	50	5	44	4	45	2
Transportation	22	3	15	6	14	4
Clothing*	18	17	15	12	17	2
Counseling	69	3	65	3	61	3
Social Work/Outreach*	44	11	34	13	46	3

Source: Item B12, D6, Survey of Schools, Participation of Migrant Children in Schoolwide Programs
* significant Chi-Square between migrant students only, p<.001

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APPENDIX D

SURVEY RESPONSES

U.S. DEPARTMENT OF EDUCATION
PLANNING AND EVALUATION SERVICE

OMB No. 1875-0131
Expires 12/31/97

Participation of Migrant Children in Title I Schoolwide Programs
Survey of Schools

Congress authorized this survey in Section 1501(b)(1) of the Improving America's Schools Act (P.L. 103-382). All responses will be kept confidential and anonymous, and only aggregated results will be presented. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Instructions for this Survey

This survey about the participation of migrant children in Title I schoolwide programs should be completed by the principal or another person knowledgeable about the schoolwide program. The survey is designed to gather information about individual schools rather than school districts. Please respond only about migrant children or youth in your own school's schoolwide program. If a question does not apply to your school, please write in "NA".

Please complete and return the survey in the enclosed postage-paid envelope to Westat, Inc., the Department of Education's survey contractor, by xxx. If not received by that date, Westat will call your school to make arrangements for collecting the information.

Affix Label Here

State: *(N=597)*
21.9% - California
28.1% - Texas
50.0% - Florida, Oregon, Arizona, Kentucky, Idaho, New York, Alabama, Connecticut

If above information is incorrect, please make any corrections directly on the label before returning the survey.

Name of person completing form ______________________________ Telephone ______________

Title/position: *(N=505)* No. years at this school ________

Principal - 73.5%
Vice Principal/Assisant Director - 5.4%
Title I Personnel - 4.6%
Migrant Coordinator/Advocate - 4.4%
Program Manager/Director - 3.8%
Other - 8.3%

Best days and times to reach you (in case of questions) ______________________________

If you have any questions, call:
Amy Siler
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850

Public reporting burden for this collection of information is estimated to average 80 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and reviewing and completing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651, and to the Office of Management and Budget, Paperwork Reduction Project 1875-0131; Washington, D.C. 20503.

DEFINITION OF SELECTED TERMS

Migrant Student: a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker (including a migratory dairy worker or migratory fisher), and who has changed school districts in the preceding 3 years in order to obtain, or accompany such parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work.

Out-of-School Youth: a youth age 21 or younger who is not attending school and does not have a high school diploma or equivalent.

Title I: the primary Federal education program that provides funds to local education agencies to serve disadvantaged students.

Title I Migrant Education Program (MEP): the federally funded program designed to meet the special educational needs of migrant children.

Title I Schoolwide Program: the use of Title I funds to upgrade the entire educational program in a Title 1-eligible school. Schools with schoolwide programs may combine Title 1 funds with other Federal, State, and local funds (including MEP funds) and are exempted from certain statutory and regulatory requirements of other Federal education programs if the intent and purposes of those programs are met. Schools with 50 percent or more students from low-income families are authorized to implement schoolwide programs.

Extended Day/Extended Year Program: instructional programs that operate beyond the traditional school day or school year including before school, after school, evenings, and inter-term.

Year-Round Program: a school which provides continuous instructional services for 11 or 12 months. This does not include schools which both operate during the regular term and have a separate summer term program.

When you have completed the survey, please return it by *xxx*, in one of the following ways:

- Use the pre-addressed, prepaid package that was provided
- If the return packaging is missing, mail the survey and documents to Amy Siler, Westat, Inc., 1650 Research Blvd., Room RA1235, Rockville, MD, 20850
- FAX your completed survey to 301-294-4475
- Provide your responses to the telephone interviewer when she/he calls

A. QUALIFYING INFORMATION

A1. Is your school operating a Title I Schoolwide program during this regular school year? [CHECK ONE] *(N=597)*

Yes	100%	(GO TO Item A2.)
No		***If your school does not currently operate a Title I Schoolwide program, please do not complete the rest of the survey; return it to Westat, Inc. in the prepaid envelope or notify the telephone interviewer when she or he calls. We apologize for including your school in this survey.***

A2. Do migrant children typically reside in your school's attendance area during the regular school year or summer term? [CHECK ONE] *(N=594)*

Yes, during regular school year only	29.3%	(GO TO Item B1.)
Yes, during the summer term only	1.3	(GO TO Item B1.)
Yes, during the regular school year and summer term	69.4	(GO TO Item B1.)
No		***If migrant children do not reside in your school's attendance area, please do not complete the rest of the survey; return it to Westat, Inc. in the prepaid envelope or notify the telephone interviewer when she or he calls. We apologize for including your school in this survey.***

B. SCHOOL CHARACTERISTICS

B1. Which of the following best describes the community in which this school is located? [CHECK ONE] *(N=592)*

City of more than 100,000 people	37.1%
City of 50,000 to 100,000 people	9.5
Suburb of a city of 50,000 or more people	2.1
Small city or town of fewer than 50,000 people	17.8
Rural or farming community	33.6

B2. Please circle all the grade levels served in your school: *(N=597)*

Elementary (grades 1-4):	79.0%
Middle/Jr. High (grades 5-8):	13.3
High (grades 9-12):	6.5
Combined:	1.2

B3. Does your school operate on a year-round schedule? [CHECK ONE] *(N=592)*

Yes	13.8%	(GO TO Item B3a.)
No	86.2	(GO TO Item B4.)

B3a. Does your schoolwide program plan cover the full year of operation? [CHECK ONE] *(N=66)*

Yes	92.0%
No	8.0

B4. Does your school operate extended day or extended year programs? [CHECK ONE] *(N=562)*

Yes	74.2%	(GO TO Item B4a.)
No	25.8	(GO TO Item B5.)

B4a. Please indicate when extended day or extended year programs are operated in your school. [CHECK ALL THAT APPLY] *(N=414)*

a.	Before school	16.1%
b.	After school	78.6
c.	Evening	4.9
d.	Weekend	11.3
e.	Inter-term	15.4
f.	Other	26.3

(Specify: ________________________________)

B4b. Do you operate extended day or extended year programs just for migrant students? [CHECK ONE] *(N=412)*

Yes	13.7%
No	86.3

B5. Are summer or intersession programs offered in your school? [CHECK ONE] *(N=592)*

Yes	70.9%	(GO TO Item B5a.)
No	29.1	(GO TO Item B6.)

B5a. Which of the following best characterizes your summer or intersession programs? [CHECK ONE] *(N=429)*

Available to all students	79.1%
Available to migrant students only	9.0
Separate but similar programs for migrant students and non-migrant students	7.9
Separate and different programs for migrant students and non-migrant students	4.0

B6. Enrollment and Residence Counts:

	Regular Term	Summer or Intersession (NA if no summer or intersession)
a. How many students are in the official total enrollment? *(N=565) (N=254)*	**mean=626.8** **median=571**	**mean=150.2** **median=90**
b. How many migrant students are enrolled in your school? *(N=557) (N=217)*	**mean=59.7** **median=28**	**mean=37.8** **median=12**
c. How many migrant children reside in your attendance area, including out-of-school youth? *(N=381) (N=117)*	**mean=149.7** **median=37**	**mean=111.9** **median=26**

B7. Estimate the percentages of your school's migrant students who enroll at least one month after the start of the regular school year. *(N=518)*

mean = 22.0%; median = 10%

B8. Estimate the percentages of your school's migrant students who are enrolled for different lengths of time during the regular school year. *(N=511)*

		mean
a.	Enrolled for entire school year (36 weeks)	67.9%
b.	Enrolled for 24-35 weeks	17.1
c.	Enrolled for 12-23 weeks	7.9
d.	Enrolled for 4-11 weeks	4.4
e.	Enrolled for fewer than 4 weeks	1.6

B9. Do you add professional staff specifically to handle an influx of migrant students during the regular school year? [CHECK ONE] *(N=593)*

Yes	15.3%	(GO TO Item B9a.)
No	84.7	(GO TO Item B10.)

B9a. How many professional staff in each of the following categories do you add to handle an influx of migrants during the school year? *(N=74)*

	Category	0	1-2	>2
a.	Classroom teachers	**59.3%**	**22.0%**	**18.6%**
b.	Instructional aides	**28.6**	**50.3**	**21.1**
c.	Non-instructional aides	**81.9**	**14.7**	**3.4**
d.	Other resource teachers (e.g., ESL/bilingual)	**71.2**	**20.7**	**8.2**
e.	Parent liaisons, home-school coordinators, etc.	**58.9**		**39.8**
8.2				
f.	Social workers	**86.8**	**13.2**	**0**
g.	Counselors	**76.0**	**22.2**	**1.8**
h.	Other (Specify: ______________________)	**89.3**	**8.8**	**1.8**

B10. About what percentage of your school's budget comes from each of the following? *(N=420)*

		mean
a.	Title I	**20.6%**
b.	Migrant Education Program	**1.9**
c.	Other federal funds	**5.5**
d.	State compensatory education funds	**17.6**
e.	Other state or intermediate unit funds	**11.0**
f.	Local school district funds	**39.2**
g.	Non-government funds	**0.8**
h.	Other (Specify: ______________________)	**3.2**

B11. About what is your school's per pupil expenditure during this school year? *(N=388)*

$3217 (mean) per student

B12. Are Migrant Education Program (MEP) funds blended with other funds as part of your schoolwide program or are they kept separate from other funds? [CHECK ONE] *(N=502)*

Yes, blended	**33.5%**	(GO TO Item B12a.)
No, not blended (kept separate)	**49.2**	(GO TO Item B12a.)
Not appropriate, no MEP funds	**17.3**	(GO TO Item C1.)

B12a. Did your school consult with any of the following about blending funds? [CHECK ALL THAT APPLY] *(N=401)*

a.	None	**32.8%**
b.	Migrant Education Program representatives	**50.3**
c.	Title I district or state representatives	**52.6**
d.	Parents of migrant children	**31.1**
e.	Other parents	**19.2**

C. CHARACTERISTICS OF STUDENTS

C1. About what percentage of the students enrolled in your school during the regular term, summer term or intersession, or year-round program are migrant students? [WRITE NA IF NOT APPROPRIATE]

	mean	
Regular Term	14.1%	*(N=440)*
Summer Term/Intersession	21.3	*(N=258)*
Year-round Program	10.2	*(N=89)*

C2. What percentages of all students and of the migrant students enrolled in your school this year are:

(mean values)	Regular Term Program *(N=447)*		Summer Term/ Intersession Program (NA if no summer or intersession program) *(N=178)*		Year-Round Program (NA if no year-round program) *(N=34)*	
	All Students	Migrant Students	All Students	Migrant Students	All Students	Migrant Students
a. Eligible for free or reduced-price meals	78.3%	86.7%	85.5%	85.3%	86.3%	72.7%
b. Eligible for Title I services	90.2	88.6	84.2	87.0	91.2	83.5
c. Eligible for special education	17.5	16.8	20.9	18.5	22.4	24.3
d. Eligible for gifted/ talented programs	11.9	9.0	11.4	10.5	23.3	28.1
e. Limited English proficient	30.3	51.9	34.0	43.7	55.9	63.4

D. SCHOOLWIDE PROGRAM CHARACTERISTICS

D1a. In what year did your school begin to plan actively to implement the schoolwide program? *(N=550)*

<1995	1995 or after
52.9%	47.1%

D1b. In what year did your school first implement the schoolwide program option? *(N=543)*

<1995	1995 or after
30.8%	69.2%

D2. What were the main reasons why your school decided to implement the schoolwide program option? [CHECK NO MORE THAN THREE (3) REASONS] *(N=587)*

a.	Access to additional funds	25.0%
b.	More discretion in the use of federal funds	50.6
c.	More flexibility in service delivery or instructional grouping	80.0
d.	Better fit with overall school program	65.1
e.	Provide additional services	34.1
f.	A response to being identified for Title I/Chapter 1 program improvement	16.3
g.	Strongly encouraged by district or state	24.1
h.	Other (Specify: ______)	2.1
i.	Other (Specify: ______)	0.2
j.	Other (Specify: ______)	0.2

D3. Indicate whether individuals from the following groups were actively involved in developing the schoolwide program plan. [CHECK ALL THAT APPLY] *(N=589)*

a.	Teachers	93.4%
b.	Other school staff	82.0
c.	Title I/Chapter 1 parents	86.5
d.	Parents of migrant students	47.8
e.	Other parents	57.3
f.	Migrant Education Program staff	34.7
g.	State/regional/district Title I/Chapter 1 staff	64.0
h.	Other (Specify: ______)	8.7
i.	Other (Specify: ______)	2.2
j.	Other (Specify: ______)	0.4

D4a. In planning for your schoolwide program, which of the following sources of information about the children or youth you serve were used? [CHECK ALL THAT APPLY] *(N=589)*

a.	Students' academic performance	91.1%
b.	Students' performance relative to State content and performance standards	80.9
c.	Attendance and enrollment patterns	73.0
d.	Health data	27.4
e.	English language proficiency assessment results	59.9
f.	Other (Specify: ______)	11.4
g.	Other (Specify: ______)	3.6
h.	Don't know	0.7

D4b. In planning for your schoolwide program, which of the following topics were addressed? [CHECK ALL THAT APPLY] *(N=589)*

a.	Students' academic performance	94.5%
b.	Students' performance relative to State content and performance standards	83.2
c.	Professional development	81.7
d.	Parent involvement	90.7
e.	Services for migrant children or youth	59.0
f.	Services for LEP children or youth	66.0
g.	Summer or intersession programs	40.9
h.	Extended day/year programs	53.9
i.	Services for out-of-school youth	6.2
j.	Other (Specify: ______)	5.2
k.	Other (Specify: ______)	1.7
l.	Don't know	1.0

D4c. What sources of information does your school use to make annual adjustments to your schoolwide plan? [CHECK ALL THAT APPLY] *(N=589)*

a.	Students' academic performance	92.8%
b.	Students' performance relative to State content and performance standards	83.9
c.	Changes in enrollment patterns	52.2
d.	District concerns	74.0
e.	Staff concerns	85.8
f.	Parent concerns	83.3
g.	Other (Specify: ______)	6.8

D5. What are the primary educational needs of all of your students and of your migrant students only? [CHECK NO MORE THAN THREE (3) NEEDS IN EACH COLUMN] *(N=595)*

		All Students	Migrant Students
a.	English proficiency	41.2%	25.9%
b.	Reading	92.2	3.3
c.	Other language arts	40.5	5.0
d.	Bilingual education	17.8	13.2
e.	Mathematics	72.7	1.7
f.	Cultural enrichment	17.0	3.2
g.	Special education	12.2	0.4
h.	Talented or gifted program	10.0	0.3
i.	Speech therapy	8.3	0.6
j.	Basic social skills	21.2	1.7
k.	Dropout prevention	15.3	6.3
l.	Vocational/career counseling	7.9	1.1
m.	Vocational education/training	4.9	0.7
n.	Other (Specify: ______________________)	3.4	0.9

D6. What are the primary support service needs of all of your students and of your migrant students only? [CHECK NO MORE THAN THREE (3) NEEDS IN EACH COLUMN] *(N=596)*

		All Students	Migrant Students
a.	Medical screening or treatment	62.5	10.3
b.	Dental screening or treatment	32.2	12.2
c.	Nutrition	45.4	3.5
d.	Transportation	17.2	4.9
e.	Clothing	15.7	10.9
f.	Counseling/guidance	65.6	2.6
g.	Social work/outreach	41.5	10.1
h.	Other (Specify: ______________________)	4.0	1.6
i.	Other (Specify: ______________________)	0.8	0.2

D7. What are the primary educational or support service needs of out-of-school migrant youth? [CHECK NO MORE THAN THREE (3) NEEDS] *(N=566)*

		All Students	Migrant Students
a.	Medical screening or treatment	19.2%	8.9%
b.	Dental screening or treatment	10.1	6.6
c.	Nutrition	9.9	3.3
d.	Diploma or GED instruction	23.8	12.0
e.	English language instruction	15.0	13.5
f.	Clothing	5.3	3.2
g.	Social work/outreach	21.4	7.5
h.	Vocational/career counseling	17.4	6.5
i.	Vocational education/training	18.1	6.2
j.	Employment services	14.5	5.3
k.	Other (Specify: ____________________)	0.8	1.2

D8. Which of the following have been introduced or significantly strengthened as a result of implementing your schoolwide program? [CHECK ALL THAT APPLY] *(N=594)*

		Introduced	Strengthened	Introduced or Strengthened
a.	Year-round program	5.9%	8.9%	
	12.9%			
b.	Extended school day or year programs	23.1	35.8	49.2
c.	Summer or intersession programs	17.9	31.5	41.4
d.	Heterogeneous student grouping	13.6	39.5	43.0
e.	Bilingual education	10.4	35.3	38.8
f.	Integration of migrant students into regular instructional program	10.4	38.0	41.0
g.	Parent education/involvement activities	28.8	72.7	82.2
h.	Professional development	18.8	66.7	71.9
i.	Visits to parents' homes by school staff	15.1	32.1	40.7
j.	Services for out-of-school youth	3.1	7.0	8.5
k.	Assessment system or procedures	18.9	48.0	55.5
l.	Reporting assessment results	14.3	43.2	48.3

E. SERVICES TO MIGRANT CHILDREN AND YOUTH

E1a. How do you usually obtain the cumulative records of newly enrolled migrant students? [CHECK ALL THAT APPLY] *(N=586)*

a.	Mail	94.1%
b.	Fax	44.6
c.	Phone	41.7
d.	Electronic transfer	16.3
e.	Other	7.3

(Specify: ______________________________)

E1b. How do you usually send the cumulative records of migrant students who have transferred to another school? [CHECK ALL THAT APPLY] *(N=583)*

a.	Mail	96.0%
b.	Fax	36.9
c.	Phone	20.7
d.	Electronic transfer	14.1
e.	Other	7.7

(Specify: ______________________________)

E2. In which subjects does your school make supplemental instruction available to any of your students or only to migrant students? [CHECK ALL THAT APPLY]

	Regular Term *(N=585)*		Summer Term/Intersession (NA if no summer or intersession) *(N=503)*	
	All Students	Only Migrant Students	All Students	Only Migrant Students
a. Reading	90.0%	1.9%	54.6%	6.2%
b. Other language arts	62.7	2.4	34.9	6.0
c. Bilingual education	40.4	4.6	15.9	3.4
d. English as a second language (ESL)	48.8	10.9	19.9	6.4
e. Mathematics	79.6	1.8	46.1	5.2
f. Science	49.6	2.1	19.0	2.7
g. Social studies	44.8	1.5	18.1	2.9
h. Cultural enrichment	40.5	3.7	15.3	4.3
i. Vocational/career education	25.3	1.5	8.0	2.1
j. Health	35.8	1.2	8.4	3.3
k. Basic skills	49.6	1.6	18.1	4.8
l. Other (Specify: ______________)	8.0	0.4	3.4	0.6

E3. What methods are used in your school to provide supplemental instruction to migrant students? [CHECK ALL THAT APPLY] *(N=589)*

a.	Regular teachers teach migrant students in the regular classroom	87.6%
b.	Additional teachers or aides assist migrant students in their regular classroom	47.2
c.	Migrant students are pulled out of the regular classroom for supplementary instruction	25.8
d.	Migrant students are placed in special classes made up predominantly of Migrant students	5.6
e.	Migrant students receive instruction during extended day, evening, or weekend classes	31.6

E4. Which of the following services are made available to meet the identified needs of migrant children or youth? [CHECK ALL THAT APPLY] *(N=591)*

		Regular Term	Summer/ Intersession
a.	School breakfast program	96.3%	38.5%
b.	Free or reduced price lunches	98.2	44.8
c.	Dropout prevention program	41.7	18.9
d.	Day care	9.8	5.5
e.	Medical screening or treatment	67.2	24.1
f.	Dental screening or treatment	51.5	17.7
g.	Nutrition	43.1	17.4
h.	Transportation	61.5	30.9
i.	Clothing	47.1	20.0
j.	Counseling/guidance	79.1	28.1
k.	Social work/outreach	55.8	21.5
l.	Other (Specify: ______)	5.6	4.0
m.	Other (Specify: ______)	2.0	0.9

E5. Which of the following services are made available by your school or another organization in coordination with your school to meet the identified needs of out-of-school migrant youth? [CHECK ALL THAT APPLY] *(N=572)*

a.	Medical screening or treatment	38.8%
b.	Dental screening or treatment	33.1
c.	Nutrition	24.5
d.	Diploma or GED instruction	34.0
e.	English language instruction	33.9
f.	Clothing	29.8
g.	Counseling/guidance	39.2
h.	Social work/outreach	37.5
i.	Vocational/career counseling	18.2
j.	Vocational education/training	14.0
k.	Employment services	16.1
l.	Other (Specify: ______________________________)	4.6
m.	Other (Specify: ______________________________)	0.4

E6. What types of migrant children or youth have the highest priority for instructional services? [CHECK NO MORE THAN TWO (2) TYPES] *(N=581)*

a.	Migrant children/youth who enroll after the start of the year	42.2%
b.	Migrant children/youth failing to meet your State's content and performance standards	78.7
c.	Migrant children/youth who are failing to meet their home state's content and performance standards	25.9
d.	Migrant children/youth who have been enrolled at the school the longest	10.4
e.	Out-of-school migrant youth	2.7

E7. What types of migrant children or youth have the highest priority for support services? [CHECK NO MORE THAN TWO (2) TYPES] *(N=579)*

a.	Migrant children/youth who enroll after the start of the year	46.1%
b.	Migrant children/youth failing to meet State content and performance standards	68.0
c.	Migrant children/youth who are failing to meet their home state's content and performance standards	22.5
d.	Migrant children/youth who have been enrolled at the school the longest	12.2
e.	Out-of-school migrant youth	4.4

E8. Does your school coordinate services with or refer migrant children or youth to other agencies for instructional or support services? [CHECK ONE] *(N=562)*

Yes . . . . 57.2% (GO TO Item E8a.)
No . . . . 42.8 (GO TO Item E9.)

E8a: If yes, please list the agencies: *(N=305)*

	% of schools
Health Care	47.3%
Other Community Agencies	33.8
Other Government Agencies .	29.5
Family Services/Agencies . . .	28.7
Education Services, Child Care	27.3

E9. Does your school actively seek to identify and enroll migrant children or youth? [CHECK ONE] *(N=539)*

Yes 74.1%
No 25.9

F. PARENTAL INVOLVEMENT

F1. What does your school do to get parents to volunteer in the school? *(N=558)*

[LIST UP TO 5 THINGS YOUR SCHOOL DOES AND THEM RANK THEM IN EFFECTIVENESS, WITH "1" BEING "MOST EFFECTIVE]

	% of schools
Parent Committees/Councils/Meetings/Groups/Clubs	52.0%
Social Events/Activities	46.2
Educational Opportunities	34.7
Personal Contacts	32.5
Parent Volunteer Recruitment/Encouragement/Incentives	30.4

F2. Does your school have a school-parent compact? [CHECK ONE] *(N=558)*

Yes	**88.5%**	(GO TO Item F2a.)
No	**11.5**	(GO TO Item F3.)

F2a. Who participated in the development of the compact? [CHECK ALL THAT APPLY] *(N=496)*

a.	Administators	**94.3%**
b.	Teachers	**91.9**
c.	Title I representatives	**82.9**
d.	MEP representatives	**25.5**
e.	Migrant parents	**48.3**
f.	Other parents	**71.1**

F2b. How is it shared with parents who are new to the school? [CHECK ALL THAT APPLY] *(N=496)*

a.	Meeting specifically to discuss/distribute compact	**40.1%**
b.	PTA meeting	**42.4**
c.	Parent/teacher conferences	**60.1**
d.	Sent home with students	**69.8**
e.	Mailed to students' homes	**13.5**

F2c. Is the compact available in languages other than English? [CHECK ONE] *(N=491)*

Yes	**75.9%**
No	**24.1**

F2d. Are parents required to sign the compact and return in it to your school? [CHECK ONE] *(N=487)*

Yes	**78.3%**	(GO TO Item F2e)
No	**21.7**	(GO TO Item F3.)

F2e. About what percentage of all parents and migrant parents have signed and returned the compact? *(N=287; 251)*

a.	All parents **78.8%**	b.	Migrant parents **76.4%**

F3. Is information about your schoolwide program translated into any languages other than English that are spoken by a significant percentage of the parents of students in your school? [CHECK ONE] *(N=578)*

Yes	68.3%
No	31.7

F4. Is there a parent resource center in your school? [CHECK ONE] *(N=580)*

Yes	59.9%	(GO TO Item F4a)
No	40.1	(GO TO Item F5.)

F4a. Do migrant parents use the parent resource center in your school? [CHECK ONE] *(N=272)*

Yes	80.2%
No	7.0
Don't know	12.9

F5. Does the school provide adult education, family literacy, or similar services? [CHECK ONE] *(N=573)*

Yes	69.2%	(GO TO Item F5a)
No	30.8	(GO TO Item F6.)

F5a. Do migrant parents participate in adult education, family literacy, or similar services in your school? [CHECK ONE] *(N=344)*

Yes	84.4%
No	4.8
Don't know	10.8

F6. Does your school have parent liaisons or social workers who are responsible for maintaining ongoing contact with parents? [CHECK ONE] *(N=581)*

Yes, with all parents	75.3%
Yes, with migrant parents only	12.0
No	12.7

F7. Do your teachers do home visits? [CHECK ONE] *(N=550)*

Yes, with all parents	**52.7%**
Yes, with migrant parents only	**4.3**
No	**43.0**

F8. What methods do teachers or others at your school use to involve parents of migrant children in the education of their children? [LIST THE MOST SIGNIFICANT METHODS] *(N=492)*

	% of schools
Conferences/Assemblies/Fairs	**43.4%**
Personal Contact	40.8
Social Events/Activities	29.3
Meetings/Groups	25.7
Education Opportunities	14.5

G. ASSESSMENT

G1. Do you provide individual student assessment results, including an interpretation of those results, to the parents of your students? [CHECK ONE] *(N=584)*

Yes	**97.8%**	(GO TO Item G1a.)
No	**2.2**	(GO TO Item G2.)

G1a. Are assessment results translated into any languages other than English that are spoken by a significant percentage of the parents of students in your school? [CHECK ONE] *(N=549)*

Yes	**63.0%**
No	**37.0**

G2. Does your school use the same types and methods of assessment for migrant students as for other students? [CHECK ONE] *(N=582)*

Yes	**94.2%**	(GO TO Item G3.)
No	**5.8**	(GO TO Item G2a.)

G2a. Please describe the accommodations made in your assessment for migrant students? *(N=29)*

	% of schools
Literature in Native Language	70.7%
Educational Needs	42.6%

G3. What content and performance standards are used to assess the achievement of migrant students? [CHECK ALL THAT APPLY] *(N=587)*

a.	Not Appropriate, no standards or standards being developed	2.7%
b.	Your school or district's standards	81.6
c.	Your State's standards	76.0
d.	Migrant students' home base state's standards	2.9

H. ADDITIONAL COMMENTS

Please use this space to make any additional comments or to clarify any of your responses to the items. Please indicate the item number if you are clarifying a response. *(N=148)*

Thank you for completing this survey. Please return it in one of the following ways:

- Provide your responses to the telephone interviewer when she/he calls
- FAX your completed survey to 301-294-4475
- Use the pre-addressed, prepaid envelope that was provided
- If the envelope is missing, mail the survey to Amy Siler, Westat, Inc., 1650 Research Blvd., Room RA1235, Rockville, MD, 20850

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